c.a.u.t. bulletin

OCTOBER
1966
OCTOBRE

bulletin de l'a.c.p.u.

VOLUME 15 NUMBER 1
TOME NUMÉRO

A PUBLICATION OF THE CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS
PUBLIÉ PAR L'ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS

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40. Waterloo	130	A. D. Nelson	L. Armour	H. C. Ratz
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42. Western	379	W. Balderston	M. H. A. Keenleyside	D. A. McLarty
43. Windsor	173	H. McCurdy	J. E. Kanasy	E. D. Briggs
44. York	106	Harry Leith	Beryl Rowland	C. Donald MacNiven
45. H.Q. Association - association du secrétariat	41			
	8202			

a) Affiliated June, 1966

association	membres 1965-66	président	secrétaire	trésorier

ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITE

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A Publication of The Canadian Association of University Teachers
Publié par l'Association canadienne des professeurs d'université

October 1966 Octobre

Volume 15, Number 1 Tome 15, Numéro 1

TABLE OF CONTENTS / TABLE DES MATIÈRES

		Page
Editorial		2
Message of the President		4
The June Council Meeting		7
Annual Reports — Rapports annuels		
Rapport du président		9
Report of the Executive Secretary		15
Report of the Treasurer		20
Report on the J. H. Stewart Reid Memorial Trust		24
Report of the Committee on Women University Teachers		27
Report of the Salary Committee	G. Rosenbluth	32
Salary Scales for Lay Staff: D.B.S.		45
The University Teacher	Per G. Stensland	59
Avantages sociaux 1965-1966	Mireille Lapointe	66
The Master of Philosophy Degree	H. C. Eastman	85
Quality in American Graduate Education	E. J. Monahan	91
Letters to the Editor — Lettres au directeur du *Bulletin*		100
Press Release — Communiqué de presse		102
Book Reviews — Notes de Lecture		
The St. John Report on Ontario Libraries		104
Commonwealth Universities Yearbook, 1966		106
Latin America: An Economic and Social Geography	J. R. Cole	107
Notice of Positions Vacant — Annonce des postes vacants		110
Notice of Persons Available for Appointment — Annonce des professeurs disponibles		112

Published four times o yeor in October, December, Februory ond April.

Subscription rate: $2.00 per yeor.

Executive Secretory: J. Percy Smith

Editor: Edword J. Monohon

C.A.U.T. Nationol Office
77 Metcolfe St., Ottowo 4, Ont.

Advertising Office: 34 Boter Ave., Toronto, Ontario

Printed by: Le Droit

Authorized os second class moil by the Post Office Deportment, Ottowo, ond for payment of postoge in cash.

Quotre livroisons por onnée : octobre, décembre, février et avril.

L'abonnement est de deux dollars par onnée.

Secrétoire général: J. Percy Smith

Directeur: Edward J. Monohon

secrétoiriat de l'A.C.P.U.,
77, rue Metcolfe, Ottowo 4, Ont.

publicité:

sous les presses de: Le Droit 89

Le ministère des Postes a outorisé l'offranchissement en numéraire et l'envoi comme objet de deuxième closse de lo présente publication.

EDITORIAL

Very early in the development of the Association, the need for a journal to serve as the voice of Canadian university teachers was recognized. The first number of the Bulletin, *a modest issue of six mimeographed pages, appeared in January, 1953, only eighteen months after the formal establishment of the Association.*

The early volumes of the Bulletin *were issued somewhat irregularly, whenever the editor, Professor Fred Howes of McGill, was able to steal time from his many other duties to devote to the task. Since 1956 the* Bulletin *has appeared in printed form in ever-increasing numbers of copies; this first number of volume 15 has a printing of 11,000 copies.*

Up to this point, however, the Bulletin *has been edited on a wholly voluntary basis by a succession of energetic, self-sacrificing members of the Association who have devoted long hours to the largely un-noticed but increasingly demanding tasks of editorship. Professor Howes, the first editor, served for seven years until 1960, but was assisted by an editorial board based at McGill during the last four years of his term. Professor Stan Mealing of Carleton was the editor for three years from 1960 to 1963. He was followed by Professor Betty Bandeen of the University of Western Ontario, who served two years; and she in turn was succeeded by Professor Robert Torrens, also of Western, who acted as editor last year.*

No one can measure the debt we owe these dedicated persons; no tribute to their efforts can ever properly repay them. Their decreasing terms of office reflect clearly the increasing demands made upon them as the responsibilities of editorship expanded. Last year the Executive and Finance Committee of the Association, recognizing that the editing of the Bulletin *was now a task too great to be assigned even the most selfless volunteer, decided to have the* Bulletin *edited in the national office by a member of the permanent professional staff. The job was assigned to the Associate Executive Secretary, and this issue is the first published under the new editor.*

The development in size and scope of the Bulletin *mirrors the development of the C.A.U.T. A quick survey of its contents yields a*

capsule history of the Association. The concern of the C.A.U.T. for academic freedom, university government, faculty salaries and fringe benefits, the financing of higher education, and a host of other matters is well illustrated in the pages of the Bulletin.

The Bulletin *carries the Reports of C.A.U.T. Standing and* ad hoc *Committees. The official policy statements of the Association are to be found in its pages, as are accounts of Council meetings and other Association business. In all of these ways the* Bulletin *serves as the "house organ" of the C.A.U.T., an essential link between the Council, the national office, and the members.*

But the Bulletin *is more than this. It is also a journal of opinion on matters of interest to the Canadian university community. Though he is responsible to the* Council *and reports regularly to it, the editor is not committed to the presentation of a "party line" and welcome submission of manuscripts on subjects of interest to the academic community. As the* Bulletin *is bilingual, material in either French or English is invited. Since the* Bulletin *is almost entirely financed by the Association from membership fees, members are urged to consider it as their journal, and to send the editor comments and suggestions as well as manuscripts.*

From its beginnings, it has been evident that the Bulletin *has an important contribution to make to the development of an increased professional consciousness among Canadian university teachers. The principal aim of your new editor is to add to the scope and effectiveness of this contribution.*

A MESSAGE FROM THE PRESIDENT

As the academic world enters the year of centennial celebrations, the stresses and strains due to rapid expansion and exploding biculturalism are likely to be augmented by those resulting from creeping inflation. The situation that is developing contains dangers matched by opportunities, for the universities, the profession, and our Association.

The printer's schedule dictates that this message go to press before the Conference on the Future of C.A.U.T. is held at Hovey Manor.

This conference, the product of the initiative and forward thinking of the central office staff, will discuss problems arising from the growing need for organized contact with Provincial authorities, the rapid spread of junior colleges and similar institutions, and other developments which have important implications for the activities and organization of C.A.U.T.

As in other spheres of Canadian life, the growing importance of Provincial activities associated, in our case, with the rapid growth of universities and colleges in size and number — and the growing and justified insistence on equality for the French language and culture, confront us with new problems which must be solved without disrupting or weakening our national organization. The solution of these problems will demand a great deal from all of us, in terms of creative effort, hard work, and probably money. But the stakes are high.

Rapid expansion is also producing new problems of academic freedom. Many members are not aware of the large number of man-hours put in by the Executive Secretary and the "A. F. and T. Committee" on cases that come before them, since the policy has been to avoid publicity as far as possible. Some of the newer institutions and some individuals newly appointed to administrative roles lack a full appreciation of the importance of academic freedom and the need for tenure. Expansion has also meant that at all institutions a growing number of faculty members do not yet have tenure, and the protection of academic freedom of those who lack tenure involves difficult problems. Many of the difficulties must be blamed on faculty members. The conservatism of academics in matters affecting their own discipline has often received comment. The present period of headlong growth produces situations in which senior men, set in their academic ways and prejudices, clash with young men who have a different view of their discipline, a different academic tradition, and often a different cultural background. The situation calls for a high degree of mutual tolerance, which has sometimes been lacking.

We are fortunate this year in profiting from investigations that were launched during the terms of my predecessors in office. The Duff-Berdahl report on university government is now under study by local associations and a national committee. Studies and discussion must be continued, so that we will be able to adopt a policy statement at next June's Council meeting.

The Ingraham report on pensions was completed in July and should be available soon. Pension plans are a difficult problem to which many

local associations have not paid adequate attention in the past. Unfortunately many of the major universities have adopted plans under which a person who moves obtains considerably less than one who stays at one university. These plans are a serious impediment to mobility, and, for obvious reasons, mobility is of vital importance to us. It is to be hoped that the Ingraham report will lead to an improvement.

Other important studies are now under way or being launched. I should like to mention particularly the study of the problem of equality of opportunity and conditions for women in academic life, the forthcoming study of work-loads, and a study of university costs in which we are joining at the invitation of the A.U.C.C.

Problems of salary scales, employment conditions and working conditions will continue to occupy much of the time of locals and of the Association. The relative position of the academic profession has, on the whole, improved in recent years under the pressure of the rapid expansion of demand for its services. We are now, however, facing a period of rapidly rising prices, and in earlier periods of this sort the relative position of the academic profession has deteriorated. If this is permitted to happen again, the quality gap between the leading universities of this country and those of the United States will widen still further. This fall we shall hear from more than one university president, more than one board of governors, and heaven help us, perhaps even from one or two local executives, that salary increases must be modest or they will add to inflationary pressures. Local associations must be prepared to deal firmly with inanities of this sort.

There is no doubt that Canadians in all Provinces want university facilities that are adequate in quantity and excellent in quality, but there is a great deal of confusion about the conditions required to achieve this goal. This is a matter on which we have considerable expertise, and we should, in my view, intensify our efforts to educate the public, its political representatives, and their appointees on governing boards.

Gideon Rosenbluth, President, 1966/67

THE JUNE COUNCIL MEETING

— A BRIEF REPORT —

The annual meetings of the Council and of the general membership took place at l'Université de Sherbrooke on June 14-15. The following members were elected as the Executive and Finance Committee for 1966-67:

President — Professor Gideon Rosenbluth (British Columbia)
Past President — Professor Jacques St-Pierre (Montréal)
Secretary — Professor Gerald McKay (Macdonald College, McGill)
Treasurer — Professor Roy George (Dalhousie)
Vice-Presidents — Professor Howard McCurdy (Windsor)
Professor Donald Rowat (Carleton)
Professor Sheila Toshach (Alberta)

Guests present were Dr. Louis Joughin, of Washington, Associate Secretary of the American Association of University Professors, and Miss Molly Gosine, of the Dominion Bureau of Statistics.

Three new affiliates were welcomed into the Association: the Faculty Association of Brock University, l'Association des Professeurs de l'Université de Moncton, and the St. Dunstan's University Faculty Association. These associations had all been visited by special C.A.U.T. committees, which had recommended their admission to affiliate status. In addition, the President reported that an application for affiliation which had been received from l'Association des Professeurs de l'Ecole de Médecine vétérinaire, St-Hyacinthe, had been carefully considered by the Executive and Finance Committee, but that the Committee had felt it desirable to defer taking a decision until the next meeting of the Council. The Executive Secretary reported that an application had just been received from the newly-formed Association of the Teaching Staff of Trent University, and he anticipated that it also would be dealt with at the next Council meeting.

Reports and interim reports by various officers and committees were heard and discussed. Some of these are printed elsewhere in this issue of the *Bulletin*. The Treasurer's report shows that the financial situation of the Association is improving because of expanding membership. It is to be noted that in part this improvement reflects our failure to recruit an additional professional member for the national office staff, and is being paid for through a certain impairment of the activities of the

Association and a considerable strain on the present staff. In addition to the reports printed here, statements of progress were heard on the work of the Committee on Membership Eligibility, the Committee on Educational Television, the Committee on Faculty Work-Load, the Committee on Academic Freedom and Tenure, and the Committee on University Financing.

Professor Rosenbluth reported on a proposal that had been received from the Association of Universities and Colleges of Canada for a study of university operating costs, to be conducted jointly by the A.U.C.C., the C.A.U.T., and the Canadian Association of University Business Officers. The Executive and Finance Committee was engaged in negotiating the terms for the carrying forward of such a study. Another new development was the decision of the Council, based on a recommendation of the Executive and Finance Committee and a resolution of the University of Manitoba Faculty Association, that a study of Part-time Programs and of Full-Time Non-Professional Academic Staff should be undertaken. Further, as a result of a proposal by the Queen's Faculty Association. it was agreed that the C.A.U.T. policy statement on Sabbatical Leave should be reviewed by a committee. Finally, the President outlined developments which had led the Executive and Finance Committee to decide to call a special Conference on the Future of the C.A.U.T.: the growth of the Association, in both numbers and prestige; the resultant demands now being made on it; the changing role of government in university affairs; the development of special groups of faculty associations in some provinces.

The Council got through a good deal of work, and there was much useful and lively discussion. Nevertheless, a veteran observer of such meetings is obliged to make two comments. The meeting was not as well attended as it should have been, simply because too many members were at Sherbrooke for more than one purpose and had to attend other sessions besides those of C.A.U.T. In addition, the annual membership meeting was poorly attended, the majority of those present being the Council members themselves. One is prompted to ask (a) whether the C.A.U.T. meetings should be separated from the meetings of the Learned Societies, and some means of subsidizing them be developed, since at the present time local associations very naturally economize by appointing as their delegates individuals who will "be there anyway"; (b) whether the Constitutional requirement of an annual general membership meeting should not be abolished. Under present circumstances, the semi-annual meetings of the Council tend to be better than the annual ones.

J. Percy Smith

RAPPORT PRÉSIDENTIEL PRÉSENTÉ PAR LE PROFESSEUR ST-PIERRE À L'OCCASION DE L'ASSEMBLÉE GÉNÉRALE DE L'ASSOCIATION, LE 14 JUIN 1966

La constitution de l'A.C.P.U. stipule que le Conseil, par la voix de son président, fasse rapport de ses activités à la réunion annuelle. Cette disposition de la constitution, qui impose au président un devoir strict, lui procure cependant l'occasion 1° de brosser un tableau des évènements marquants de l'année écoulée; 2° de remercier, au nom de la collectivité, les artisants des travaux exécutés et des progrès accomplis; 3° de dégager les grands courants de pensée qui ont influencé la communauté universitaire canadienne; 4° de projeter, à court et à long termes, l'action possible de cette association i.e. : de rédiger en quelque sorte son testament spirituel !

Je vous rappelle d'abord la grande perte ressentie par le bureau de direction de l'A.C.P.U. à la suite du départ de son président sortant, le professeur Bora Laskin de *University of Toronto.* Le professeur Laskin a été nommé, en septembre 1965, à la Cour Suprême de la province d'Ontario et de ce fait a dû présenter sa démission au bureau. J'aimerais, au nom de la communauté universitaire canadienne, rendre un témoignage de reconnaissance à Monsieur le juge Laskin. Le professeur Laskin est l'incarnation même du professeur d'université : *chercheur réputé,* comme en font foi ses nombreux ouvrages et articles scientifiques; *pédagogue accompli* sachant mettre à la portée des étudiants les aspects complexes de sa discipline; *défenseur acharné* des droits essentiels de la profession : on se rappellera le rôle important qu'il a joué il y a quelques années lors de la cause malheureusement célèbre du renvoi d'un professeur jouissant de la permanence; *stratège astucieux* capable de prévoir le mode d'action le plus susceptible de donner les résultats désirés; *censeur sévère* du comportement de ses collègues lorsque ce comportement n'est pas conforme à l'éthique professionnelle; *juriste distingué* auquel commissions et tribunaux d'arbitrage ont maintes fois eu recours; *universitaire compétent* auquel ses collègues demandent de les représenter (Président de l'Association des professeurs de *University of Toronto*) et à qui la direction de son institution confie de nombreux et importants mandats. Bora Laskin a fortement marqué au coin de son influence son

institution, le milieu universitaire canadien et plus particulièrement cette Association : qu'il en soit chaleureusement remercié.

Il me fait également plaisir de signaler le dévouement infatigable et la haute compétence du professeur Robert Torrens de *University of Western Ontario* qui a accepté, à la demande du bureau de direction, de remplacer le professeur Laskin à titre de président sortant, poste qu'il aura ainsi occupé deux années consécutivement puisqu'il a précédé M. le juge Laskin à la présidence de l'Association. La contribution du professeur Torrens est d'autant plus à signaler qu'il a en outre assumé, au cours des deux dernières années, la responsabilité de l'édition du Bulletin. La valeur de l'oeuvre accomplie à la direction du Bulletin est déjà évidente dans la facture même de cette publication; je ne saurais cependant laisser passer cette occasion sans remercier vivement, en votre nom, ce grand artisan des activités de l'A.C.P.U.

Au cours de l'automne dernier, la commission chargée de l'étude du financement de l'enseignement supérieur au Canada — commission présidée par le doyen Bladen de *University of Toronto* — déposait son rapport. Ce rapport faisait clairement état d'une situation financière alarmante et présentait une série de recommandations susceptibles d'apporter des remèdes efficaces. L'Association a très sérieusement étudié ce document. Successivement s'y sont penchés : le comité du financement des universités, présidé par le professeur English de *Carleton University*, le bureau de direction et, finalement, le Conseil en réunion plénière en décembre dernier. Par la suite, les recommandations de l'Association ont été transmises au Premier Ministre du Canada, aux premiers ministres et aux ministres de l'éducation des provinces, aux principaux chefs de partis politiques, aux présidents et aux recteurs des universités ainsi qu'à certaines autres personnes assumant des responsabilités dans l'enseignement supérieur. Le document de l'Association a été bien accueilli. Je me contenterai présentement de souligner les commentaires favorables touchant deux recommandations fondamentales contenues dans le mémoire à savoir :

1° que des mesures soient prises de façon à ce que tous ceux qui en ont la capacité intellectuelle puissent avoir accès aux études universitaires;

2° que l'on s'emploie à résoudre les problèmes constitutionnels complexes soulevés par la participation du gouvernement fédéral au financement de l'enseignement supérieur au Canada. L'on s'est particulièrement plu à reconnaître la grande maturité de l'A.C.P.U. qui a

étudié d'une façon rationnelle et sans trace d'émotivité des problèmes fort complexes et qui a su présenter des recommandations empreintes de sagesse.

Au cours du mois de mars dernier paraissait, dans chacune des deux langues officielles du Canada, un rapport longuement attendu : celui des commissaires Duff et Berdahl sur les structures administratives des universités. Je veux rappeler à tous que la parution de cet important document est le fruit de la clairvoyance, de l'initiative et de la persévérance de notre regretté collègue Stewart Reid. Stewart ne manquerait pas, à juste titre, d'être des plus fier de la parution de ce rapport qui exercera certainement une influence considérable dans les milieux universitaires.

La question de la participation du corps professoral à l'administration de l'université est très complexe. Nul doute que nous devrons, à tous les niveaux et dans tous les milieux, continuer à étudier le problème afin d'en chercher les solutions. Ces solutions différeront vraisemblablement d'une institution à l'autre; de plus, pour une institution donnée, les modalités seront appelées à se modifier avec le temps. Il n'en demeure pas moins certain qu'un grand nombre de points seront communs à toutes les solutions. Le rapport Duff-Berdahl me semble particulièrement appelé à servir de guide. Tous les intéressés : professeurs, étudiants, et administrateurs pourront l'utiliser comme un document de base valable et susceptible d'amener les universités à renouveler leurs structures administratives et cela pour le plus grand bien de tous.

De nombreux comités ont continué, au cours de l'année, à servir la communauté universitaire. Je n'entreprendrai pas de décrire ici leurs activités; je me contenterai d'énumérer quelques-uns des plus importants comités et de remercier leurs présidents ainsi que chacun des membres en votre nom.

1° Le comité de la liberté universitaire et de la permanence présidé par le professeur J. Milner de *University of Toronto.*

2° Le comité du financement des universités présidé par le professeur H. E. English de *Carleton University.*

3° Le comité des salaires présidé par le professeur G. Rosenbluth de *University of British Columbia.*

4° Le comité de l'éligibilité présidé par le professeur E. Monahan du secrétariat permanent.

5° Le comité du statut des femmes présidé par le professeur S. Toshach de *University of Alberta.*

Je voudrais, d'une façon toute particulière, exprimer ma reconnaissance à mes collègues du bureau de direction; leur coopération a été telle que la présidence est presque devenue une sinécure.

A l'instar de mes devanciers, je souligne à votre attention la contribution vraiment extraordinaire du personnel du secrétariat permanent. La qualité et la quantité du travail qu'on y accomplit ne cesse d'étonner et de provoquer l'admiration. Que tous et chacun en soient vivement remerciés. Personnellement, je considère comme un privilège insigne d'avoir pu m'associer avec des personnes du calibre de Percy Smith, Edward Monahan et Mireille Lapointe.

En quittant la présidence de l'Association, on est peut-être tenté de s'arrêter pour évaluer les étapes franchies. Je considère qu'il ne faut succomber à cette tentation que le moment requis pour utiliser le passé en vue de la planification d'une action future. Au fait, que nous réserve l'avenir? Bien malin qui pourrait le dire avec certitude. Cependant, comme le passé et le présent peuvent servir de base à une projection valable, à court terme à tout le moins, permettez-moi de souligner quelques points importants qui, selon moi, ne manqueront pas d'être l'objet de nombreuses cogitations dans le milieu universitaire d'ici quelques mois. Ces problèmes sont certes de taille! Le premier concerne la participation des professeurs au gouvernement de leur propre institution. Les commissaires Duff et Berdahl ont circulé parmi nous et ils ont déposé leur rapport. Maintenant doit s'amorcer un travail sérieux. Les institutions qui ont entrepris ce travail savent, d'expérience, que ce n'est pas une opération mineure. Tous les intéressés : professeurs, étudiants et administrateurs devront faire un honnête effort de compréhension mutuelle et rechercher collectivement les solutions optimales qui devront, toutefois, respecter cette réalité fondamentale : la vitalité de l'institution dépend de celle de ses départements : source naturelle et quasi unique des innovations et des pensées créatrices. Il est urgent que les professeurs, et d'une certaine façon aussi les étudiants, soient associés aux mécanismes de décision; ne sont-ils pas l'essence même de l'université ! Je suis convaincu que seul un cheminement de pensée collectif permettra de définir des structures valables; professeurs, étudiants et administrateurs y prendront place d'autant plus volontiers qu'ils les auront imaginés ensemble.

Une fois les structures définies, les professeurs devront apprendre à les respecter et à les rendre opérantes. Un grand nombre d'entre

nous devront accepter de consacrer le meilleur d'eux-mêmes à la gestion de leur institution; plusieurs devront apprendre à travailler en comité; tous devront s'habituer à faire passer l'intérêt de la collectivité avant leur intérêt propre; tous devront acquérir l'art de ménager les susceptibilités dans l'expression de leur pensée. En bref, il nous faudra descendre de la tour d'ivoire et apprendre à ne considérer que le bien de la profession et celui des populations que les institutions desservent. Cela ne sera certes pas chose facile. La facilité est plutôt du côté de l'égoïste repli sur soi et de la critique gratuite. Il ne suffira plus de dire ce qu'il faut faire; il faudra au contraire agir, influencer le milieu par une présence compétente. Au demeurant, je suis confiant. Cette confiance me vient en partie de l'expérience acquise à mon institution; elle me vient surtout de nombreux contacts que j'ai eus avec un grand nombre de collègues de plusieurs institutions universitaires canadiennes.

L'on dit que les peuples n'ont que les institutions qu'ils méritent et que les universités ne sont que le miroir de la société dans laquelle elles fonctionnent. Je soutiens que les universités n'ont pas à être ce miroir fidèle. Etant données leurs responsabilités de former les générations futures, les universités doivent conduire les sociétés dans leur cheminement historique. Le corps professoral doit amener les institutions universitaires à prévoir ce dont demain sera fait. Il lui incombe de définir les programmes d'étude et, en étroite collaboration avec les représentants du peuple, de planifier la formation des cadres dont la société aura besoin. J'ai la conviction profonde que la communauté universitaire canadienne possède la compétence et la maturité voulues pour bien accomplir sa tâche propre. Il reste cependant le problème de la coordination des efforts et en particulier de la collaboration avec les gouvernements seuls capables de financer l'effort gigantesque nécessaire. L'essence du problème se situe dans des exigences en apparence contradictoires : d'une part, l'autonomie de la fonction universitaire et la liberté de recherche et d'expression et, d'autre part, les réelles responsabilités qui incombent au pouvoir public en matière de financement. Déjà les gouvernements versent aux universités, directement et indirectement, une proportion très considérable des budgets d'opération et d'investissement. Le rôle que devra jouer la communauté universitaire dans l'étude de ce problème, en étroite collaboration avec les autorités gouvernementales s'avère à mon sens un des plus importants pour l'avenir de la population canadienne. Des hommes de bonne volonté devront se rencontrer et devront avec toute la sérénité voulue étudier tous les aspects de ce problème complexe. On

devra chercher et trouver des solutions qui préserveront les responsabilités fondamentales des uns et des autres. L'ère de la complète indépendance d'action des universités et de la complète indépendance des représentants du peuple en matière de financement universitaire me semble parfaitement révolue. Les universités comme les gouvernements doivent assumer complètement leurs responsabilités vis-à-vis des populations qu'ils forment ou dirigent. Le moment est venu de convaincre les institutions universitaires de collaborer entre elles et de planifier collectivement; de convaincre également les gouvernements de la nécessité d'assurer aux universités, à même les deniers publics, un développement homogène et proportionné aux aspirations des populations. Les deux groupes devront composer; c'est précisément cette recherche d'une formule de coopération efficace et satisfaisante pour les intéressés qu'il nous faut entreprendre. J'ai raison de croire que nous saurons collectivement trouver les solutions cherchées; il est urgent que nous y consacrions notre temps et la fleur de notre perspicacité.

Ici, je décèle un certain nombre de corollaires que nous devrons envisager très bientôt. Etant donné que, selon la constitution canadienne, la responsabilité du financement des institutions de haut savoir est de juridiction provinciale, il faudra prévoir le développement, sinon la création d'organismes capables d'agir efficacement et rapidement au niveau même où les structures nouvelles s'établiront. Cela implique que l'on devra apporter beaucoup de soins à l'étude d'une répartition, peut-être plus valable que celle qui existe présentement, des responsabilités d'action des groupements de professeurs. Ces responsabilités seront réservées soit aux associations locales, soit aux associations provinciales ou régionales, soit à l'association canadienne, compte tenu de la nature des problèmes et la nécessité d'une action rapide et efficace. Je ne crois pas qu'il faille beaucoup d'imagination pour entrevoir les structures appropriées. Je reste des plus confiant : le passé est garant de l'avenir. La bonne volonté que j'ai remarquée chez tous, le dévouement et la compétence qui se manifestent dans les universités canadiennes me permettent d'entrevoir l'avenir avec sérénité. Nous analyserons ces problèmes complexes et nous en trouverons les solutions. N'avons-nous pas tous consacré notre vie à la recherche? Et la recherche ne conduit-elle pas nécessairement à une meilleure compréhension des hommes, des faits et des choses?

JACQUES ST-PIERRE
Président, 1965-66.

FROM THE EXECUTIVE SECRETARY'S REPORT TO THE C.A.U.T. ANNUAL MEETING - JUNE 14, 1966

For the Association this has been a year of growth, which of course reflects the expansion of the university community. Total membership at any time is difficult to estimate because of our federal structure, but it is approaching nine thousand. Three new affiliates — at Brock, Moncton, and St. Dunstan's — have just been welcomed. Two other local associations — at the Collège vétérinaire in St. Hyacinthe and at Trent University — have applied for affiliation, and we look forward to welcoming them. Last October our President and I spent an hour or two talking with faculty members at Simon Fraser University about the draft constitution of their proposed association, and I think we may expect to hear from that body soon. In connection with each of these new associations, the national office has provided assistance of various kinds.

We have been acutely conscious that this rapid growth inevitably increases the difficulty of maintaining the contact with individual members and with the officers of local associations which is necessary to the health and effectiveness of the organization as a whole. We are doing our best to cope with this problem not only through the daily give-and-take of correspondence, but by these devices:

(i) The distribution of the brochure describing the Association, its purposes, and its activities. This was done for the first time last summer, and we are now planning a fresh distribution.

(ii) The publication of the *Bulletin* and *Newsletter*, which are now to be edited at the national office by the Associate Executive Secretary.

(iii) The program of visits to local associations. There is clearly no substitute for the direct contacts that these visits provide, and I only regret that they have not been more regular. During the past nine months, Dr. Monahan, Professor St-Pierre and I have among us visited thirty-six campuses, some of them — where there were special needs — more than once. To those that we have not reached I can only say that the reasons were solely the limitations of time and personnel, and that they will be at the top of the list this fall.

(iv) The maintenance of a regular flow of information to local secretaries, coupled with continual efforts to keep in touch with what local associations are doing.

The problems of communication are still not being fully met. I cannot stress too strongly that to a very great extent the worth and effectiveness of the Association are directly dependent on the ability of the central office to provide accurate information and sound advice on a great variety of subjects on short notice. I return therefore to what must be said at least once a year: that the central office can only provide information if it has received it, and that in general it can only provide advice when it is asked for it — since we can only occasionally guess at the questions that may be troubling a particular campus at a particular time.

Aside from our continuing concern with salaries, pensions, tenure, and so on, the program of the Association has been dominated through the past year by two most important reports — that of the Bladen Commission and that of Sir James Duff and Robert Berdahl. I am not going to discuss them here, but there are one or two matters arising from them that I should like to mention.

As you know, both reports referred to the necessity of providing strong faculty representation on whatever advisory councils on higher education might be set up, whether at the federal or provincial level. The A.U.C.C. in its submission to the federal government based on the Bladen Report failed — inadvertently, no doubt — to notice the nature of this recommendation, and substituted a different one. Last December the C.A.U.T. Council took the view that Dean Bladen should not be so carelessly disregarded; in our submission to the government we indicated our strong agreement with him as to faculty representation and consultation in matters that concern universities and government.

A copy of our statement on *The Public Financing of Universities* was sent to every member of the House of Commons and to leaders of the provincial governments and opposition parties, Ministers of Education, and so on. Since that was done last February we have been attempting, in whatever ways were open, to develop significant contacts with appropriate officials in government, so as to ensure that the opinions of the faculty, when university affairs are under discussion, will be heard and respected, and indeed sought. This is not easy to achieve, for reasons which need not be stated in detail here; but if we are right in our claim that it is the faculty who in the long run speak best for the

universities, we are going to have to make an unprecedented effort at educating the public and its representatives in government as to the nature of universities and their functions in society. We need, in fact, a public relations effort on a scale far beyond the capacities of our central office and small secretariat.

With regard to the Duff-Berdahl Report on *University Government in Canada*, I should like simply to repeat some observations that I made recently at a conference at the University of Western Ontario, and I hope that those who were there will forgive the repetition:

"As I see it, there are two underlying problems that the Report attacks. One is the problem of communication; the other is the problem of authority, or power. The two cannot be separated from one another. Every decision taken in the course of the university's operation involves both. The Commissioners have taken the view that, in general, the better the level of communication achieved, the better the decisions will be. At one point in the Report they call for 'leadership by persuasion'. They do not say so, but I assume that they mean this as an alternative to leadership by announcement. While the problems of communication and of power are intertwined, they are nevertheless not identical. Further, it is probable that very few individuals will seriously question the desirability of achieving effective communication at most levels of university government. That the channels can become plugged is certain; that this may happen quite unwittingly is, I think, also certain. Indeed it is clear that the mere existence of the Duff-Berdahl Commission resulted in a great improvement in communication and discussion at many universities before the Report had even begun to be written.

"The difficulty arises, and will arise, when what we might call the power component in a given situation becomes as important as, and perhaps more important than, the communication problem. The President may indeed be glad to have the advice of a faculty with regard to a proposal; it does not follow that he will seek their advice about the appointment of a person to carry it out. The recommendation of the Report in regard to the use of advisory bodies in connection with appointments, and to the setting of limits on the terms of office of department heads and Deans, demonstrates the Commissioners' awareness of the seriousness and pervasiveness of this problem, the problem of power.

"For me, one of the baffling things about the Report is its apparent assumption that Presidents, unlike the rest of us, are immune to the effects of Lord Acton's law. Perhaps, however, they had given undue

attention to the comments of a professor who said, 'The President thinks of himself as the shepherd of his flock; the Dean is his crook.'

"I should like to provide a simple concrete example of what is likely to happen if we place emphasis on the problem of communication and fail to solve the problem of power. One year ago a university announced with no little self-complacency that it had made provision for two faculty members to be elected to its Board, and two were so elected. The other day I picked up a newspaper and read of the appointment to a vice-presidential position in that University of a man whose career seemed unlikely to have brought him even within field goal distance of a university in the fifteen years since he was a student. I was interested enough to get in touch with the Faculty Association, and was informed that they had in no way been consulted about the appointment, nor was it clear that they had been officially informed of it. When I asked about the part played by the two faculty members I was told that they also, probably, knew nothing of the matter, which had quite possibly been handled simply by the Board executive. I have to say that in my view this is not what Duff-Berdahl meant by faculty membership on the Board.

"I want to go much beyond that, however, and say that in my view Duff and Berdahl fully meant what they said at every point. We could not make a worse mistake than to treat their recommendations as unrealistic objectives and fancy that we shall do well if we move halfway toward them. The point that I want to urge more than any other is that the recommendations of the Report are minimal."

If we are right in our claim that university government must be over-hauled in order that the voice of faculty may be heard at every level of decision-making, we cannot possibly give willing acceptance to measures that fall short of these minimal recommendations.

I have used the words "if we are right" in referring to the implications of both these reports, because I think we must consider the possibility that we may *not* be right. Not everyone thinks we are, even among faculty members. There are those who maintain that we live in a period in the development of a managerial society in which the job of a professional association is to be a financial bargaining agent for the profession vis-à-vis the managers, and that is all; and that an association of university professors is no different from any other professional association, and should not try to be so. This claim is supported by the view — held by some administrators and a section of the public, and encouraged by those among us who fit the description — that a

modern professor is a man utterly engrossed in his field of specialization, consumed by ambition, careless of the general goals of university education and of society, lugging his portfolio of contract research projects from one administrator to another in search of the highest bidder. It is not remarkable that those who hold this view recoil from the suggestion that such people should be entrusted with decisions about educational policy.

To put the question bluntly: May it be that in our time-and-energy-consuming pursuit of a greater faculty role in university affairs at all levels, we are liable to make the mistake of paying too great a price, and to find ourselves sacrificing academic achievement and quality on some wasteful administrative battleground? I hope it is not necessary for me to say where I stand on that question! Nevertheless, as the range of C.A.U.T. activities grows wider and more complex, some of us are conscious that the Association is in danger of losing effectiveness for want of a sure sense of purpose.

The clarification of our purposes is enormously complicated by the very rapid developments now going on in the political management of education in Canada. It is clear that an Association such as ours must operate on three levels simultaneously if it is to be properly effective on any: the local university level, the provincial level, and the federal level. Each of these has its own complexities, caused by the stresses of local expansion, the development of new institutions and new kinds of institutions, the constant uncertainties and frictions that arise from political bickering as to who shall pay for what, and so on and on.

The Association has, however, two basic questions before it:

(a) What kind of program, and of what range and scope, should we be attempting at this stage in our history?

(b) In what ways, if any, ought the Association to alter its structure in order to carry out such a program?

The awareness of these pressing and indeed critical problems has led the Executive and Finance Committee to call a conference on the future of the Association, to be held early in the autumn. Details of this plan are now being worked out. At the moment, I wish simply to express my own view that we are at a most significant point in the history of the C.A.U.T. and of Canadian universities. This Association has in the past demonstrated its capacity to move with wisdom and courage. It can do so again.

J. Percy Smith,
Executive Secretary.

REPORT OF THE TREASURER TO THE ANNUAL MEETINGS, 1966

Report on Current Fiscal Year

C.A.U.T. finances are in better shape this year than they have been for the previous four years because of an increase in membership estimated at more than 1,000 and the increase in membership fees. Despite an increase in operating expenses of nearly 50 percent the budgeted surplus of $12,500 will probably be exceeded slightly as indicated in the attached statement.

Fee revenue for the first eight months fell just short of $90,000 leaving about $20,000 in dues yet to be received. If the present estimate proves correct total revenue from fees will exceed $110,000, higher by $5,000 than the December estimate presented to the last meeting of Council.

Expenses for the first eight months totalled approximately $66,000, almost exactly two-thirds of the projected total for the year. The full year estimate of $98,859 is some $5,000 over the budgeted amount. Expenditures exceeded budget for salaries, an extra issue of the *Bulletin* and a donation to the Stewart Reid Memorial Trust Fund. The major salary change was made to bring the Executive Secretary's salary into line with current University levels. It has tended to lag behind in upward adjustments. Expenditures were below budget for travel and depreciation on furniture and equipment.

Several developments have occurred during the year which have affected the financial operations of C.A.U.T. The staff was increased by one and one-half persons with the appointment of the Associate Executive Secretary and the conversion from part-time to full-time employment for a clerk-typist. Expansion of office space and accumulation of files, records and publications necessitated capital expenditures on furnishings and equipment of $1,333.59.

The payment of C.A.U.T. membership dues continues to be irregular and rather long delayed in some cases, even where the local Association is on some form of "check-off" for its members. Expenses exceeded receipts for the first four months of the fiscal year since less than one-third of the annual dues had been received by the end of December.

Short term borrowing was again necessary to finance operations until fee payments exceeded the rate of expenditure. Seventeen Associa-

tions had still forwarded no dues by February 1. Investment of the 1964 - 1965 surplus was delayed until April when dues payments had accumulated substantially. In February it was possible to invest $10,000 in short-term securities and in April $10,000 was invested in long-term bonds. This included $5,000 of the expected 1965 - 1966 surplus. It is probably the first time in the history of C.A.U.T. that funds have been invested in anticipation of a surplus.

Budget for 1966 - 1967

The projected surplus of $14,250, if realized, will increase our surplus balance to $48,722.30. This is a substantial improvement in the level of reserves but it will be needed to implement a policy of sabbatical leaves for academics on the national office staff. A definite policy on sabbatical leaves was adopted by the Executive and Finance Committee during the past year.

Prospects for 1966 - 1967 are also set forth in the attached Statement. Membership should reach at least 9,000 if growth continues at the rate of over 10% annually. This rate has been exceeded in each of the last five years. Revenue would then approximately be $130,000.

Expenditures are expected to rise by at least 25 percent in the coming year. Provision has been made in the budget for a significant expansion in National Office operations. The main items of increased expenditure would be the cost of one additional academic and one clerical member to the office staff. One among many factors that makes this addition urgent is the transfer of responsibilities of editing and publishing the *Bulletin* and *Newsletter* to the National Office. A second item of increase in expenditure is the provision for a complete range and adequate scale of staff benefits. This will include a contribution of ten percent of gross salary to pension funds and payment of life, disability and medical insurance premiums. It is planned that staff benefits paid by C.A.U.T. be at least as favorable as those provided by the more progressive universities.

Provision has also been made in the budget for a second modest donation of $2,500 to the Stewart Reid Memorial Trust Fund. This does not, however, represent an increase in expenditures over the current year. It does represent a non-recurring expenditure that can be covered within the limits of this budget. It will help to raise this fund toward its objective and honor the memory of the man who did so much for our Association.

The budget provides for only a small surplus of $3,900. Membership projections have probably been conservative. Hopefully, new membership promotion efforts and the addition of new affiliates will result in a membership of 10,000 in the national centennial year. If this goal is achieved there will be a surplus at least as large as that estimated for the current year.

Arthur W. Wood,
Treasurer.

INTERIM BALANCE SHEET — as at April 30, 1966

ASSETS			
Current			
	Cash at Bank	$10,876.79	
	Investment in Bonds (cost)	27,943.83	
	Investment in short-term securities	20,000.00	
	Prepaid Supplies and Insurance	470.00	$59,290.62
Equipment			
	Furniture and Equipment (cost)	8,260.68	
	less Accumulated Depreciation	6,286.00	1,974.68
			61,265.30
LIABILITIES			
	Accounts Payable		830.04
SURPLUS			
	as at April 30, 1966		60,435.26
			61,265.30

STATEMENT OF SURPLUS

September 1, 1965 to April 30, 1966

Surplus Balance, as at September 1, 1965	34,472.30
Plus Excess of Income over Expenses for 8 months ending April 30, 1966	25,962.96
Surplus Balance as at April 30, 1966	60,435.26

STATEMENT OF INCOME & EXPENSES

	Budget(a) 1965 - 66 $	*8 Month Actual Sept. to Apr.* $	*Estimate 1965 - 66* $	*Budget 1966 - 67* $
Income				
Membership fees	$105,000	$89,698.76	$110,337	$126,000(b)
Other income	1,600	2,772.34	2,772	3,500
	106,600	92,471.10	113,109	129,500
Operating Expenses				
Salaries	46,500	30,971.67	48,958	66,500(c)
Staff benefits	4,400	2,336.38	4,592	9,200(d)
Bulletin	11,500	10,885.16	13,500	13,500
Travel: Exec. Sec.	4,000	1,328.43	3,000	4,000
Committees	13,000	8,165.29	11,500	13,000
Subsidy	1,200	1,309.30	1,309	1,400
Office: Tenancy	4,900	3,378.78	4,900	6,000(c)
Tel. & Tel.	1,000	840.14	1,500	1,650
Supplies postage	2,500	2,320.64	3,000	3,300
Depreciation	1,600	400.00	600(e)	700(e)
Sundry	3,500	4,572.35(f)	6,000(f)	6,350(f)
Total Expenses	94,100	66,508.14	98,859	125,600
Surplus	12,500	25,962.96	14,250	3,900
	106,600	92,471.10	113,109	129,500

(a) From Statement of Accounts, August 31, 1965 with $1,500 item for Furniture omitted since it is a capital expenditure.

(b) Assuming 9,000 members, the same proportion of staff as 1965 - 1966.

(c) Based on addition to staff of one academic, one clerical.

(d) Full staff benefits including 10% salary toward pension.

(e) Reduced from earlier years which was higher than necessary.

(f) Including $2,500 donation to Stewart Reid Fund.

J. H. STEWART REID MEMORIAL TRUST FUND

As at May 30, 1966, the total assets of this Trust were $7,056.56. C.A.U.T. itself had contributed $2,500. Sixteen Faculty Associations had contributed $5,292.25. The remaining amount represented individual contributions and interest on bank deposits and bonds. Appended to this report is a list of the Faculty Associations which have made contributions and a breakdown of individual contributors by institutions.

It is the understanding of the Trust Committee that C.A.U.T. intends to contribute another $2,500 during the year 1966 - 1967. It should also be noted that the Faculty Association at Edmonton has announced that it is giving to this fund $200 per year for five years. The Faculty Association at U.B.C. has sent word that it is intending to contribute another $500 which will bring the total contribution of that Association to $1,500. Presumably, a number of local Associations which have not yet made contributions to the fund may be counted upon to do so. Some Associations have conducted successful campaigns for individual contributions; others whom we have not heard from may be conducting campaigns or may intend to do so in the fall.

The Department of National Revenue, at the request of the Trust Chairman, has extended to June 1967 the period during which contributions to the Stewart Reid Trust Fund will be recognized as charitable donations for the purpose of Section 27 (1) (a) of the Income Tax Act. Individuals who made contributions during 1964, 1965 or 1966 may make an additional contribution before June 1967 and still claim the amount as a deduction on their tax report.

It would seem reasonable to suppose that by June 1967 the Fund would have reached at least $25,000. Originally it had been hoped that we would raise $50,000 because we were anxious that the Annual Award should be sizeable enough to be considered of major importance. No award has yet been made from this fund since the trustees felt we should first accumulate as much money as possible in the Fund in order to increase the annual income. It is however my intention to propose to the Trustees that they consider the possibility of making an award every two or three years rather than every year if such a step is necessary to make the size of the award a respectable one. It is also my intention to propose that we should make the first award in the spring of 1967.

The death of Vernon Fowke has left a vacancy in the Trust Committee. I have suggested to the C.A.U.T. executive that, at the time a replacement is named, consideration might be given to a reorganization of the committee. I am entirely willing to withdraw if the appointment of a new chairman might bring new ideas and new life to the Committee. It is my opinion that the only thing of importance to consider in this connection is the welfare of the Trust and the possibility of bringing our campaign to a successful conclusion.

Robert W. Torrens, Chairman,
J. H. Stewart Reid Memorial
Trust Fund.

J. H. STEWART REID MEMORIAL TRUST FUND

May 30, 1966

Name of Institution	Number of Individual Contributors	Total Amount
Acadia	2	$ 52.00
Alberta, Calgary	15	130.00
Alberta, Edmonton	16	240.00
Bishop's	1	25.00
Brandon	1	50.00
U.B.C.	24	381.00
Carleton	12	215.00
Dalhousie	10	185.00
Guelph	7	85.00
Jean-de-Brébeuf	—	—
Lakehead	14	86.00
Laurentian	2	15.00
Laval	10	397.00
Loyola	7	70.00
Manitoba	99	1,377.50
McGill	32	503.00
McMaster	13	185.00
Memorial	8	54.00
Montréal	9	97.00
Mt. Allison	1	25.00
U.N.B.	4	75.00
Nova Scotia Tech.	—	—
Ottawa	6	43.00
Queen's	11	278.00
R.M.C.	1	20.00
St. Francis Xavier	4	80.00
St. John's	3	55.00
St. Mary's	1	4.00
St. Paul's	(faculty association contribution only)	
Sask., Regina	4	60.00
Sask., Sask.	7	185.00
Sherbrooke	—	—
Sir George Williams	5	70.00
Toronto	58	1,258.00
United	—	—
Victoria	8	85.00
Waterloo	3	45.00
Waterloo Lutheran	2	15.00
Western	49	928.00
Windsor	6	58.00
York	1	50.00
Osgoode Hall	1	10.00
Prince of Wales	1	10.00
Miscellaneous	7	466.00

Faculty Associations Contributing

Alberta, Edmonton	$ 200.00	(They are giving $200 a year for the next four years.)
U.B.C.	1,000.00	
Carleton	200.00	(two donations)
Lakehead	87.25	(two donations)
Loyola	60.00	
St. John's	35.00	
St. Paul's	50.00	
Memorial	50.00	
U.N.B.	100.00	
Saskatchewan	1,000.00	
Sask., Regina	500.00	(Sask. Employees Charitable Donations Plan gave $209.83 also.)
Sir George Williams	200.00	
Toronto	1,000.00	
Victoria	400.00	
Western	510.00	
Windsor	100.00	
C.A.U.T.	2,500.00	

INTERIM REPORT OF THE C.A.U.T. COMMITTEE TO STUDY THE EXTENT OF DISCRIMINATION AGAINST WOMEN UNIVERSITY TEACHERS

This committee began work in the fall of 1965, having been charged with the responsibility of investigating the extent and nature of discrimination against women faculty members in Canadian universities. This would include not only the obvious areas of salary and pensions, but the more subtle areas such as promotions, workloads, opportunity to serve on policy-making committees, and research opportunities.

The committee noted that on June 13, 1961, the Council of the Canadian Association of University Teachers adopted the following resolution:

> "The Canadian Association of University Teachers is of the opinion that, in accordance with the principle of equal pay for work of equal value, there should be no discrimination based upon sex among faculty members with regard to pay, status or work load. Women who are appointed to the teaching staff of a Canadian university are expected to have the same opportunities as similarly qualified men."

Subsequently, copies of this resolution were sent to thirty-five university presidents who were invited to comment on it and to make a statement of their respective universities' official policy on this matter. Twenty-three presidents replied endorsing the policy outlined in the C.A.U.T. resolution.

Since a period of almost five years has passed from the time these assurances were received it should be noted that, in discharging its responsibilities, the committee should be in a position to establish the extent to which the declared policy of equal opportunity to women members of faculty has been put in practice.

The committee began its work by drawing up a list of topics that it considered appropriate to its terms of reference as follows:

1. To establish the extent to which discrimination against female academicians exists in the areas listed below, and the principal consequences of such discriminatory practices both for women at present in the academic profession and for potential female recruits into it:

(a) Salaries

(b) Promotions, including administrative appointments

(c) Hiring policies

(d) Workloads, including committee appointments

(e) Retirement schemes, insurance plans and other benefits

(f) Other attitudes of male colleagues

Consideration and discussion of these points are included in the report proper presented to the Executive and Finance Committee. A summary is presented here.

Summary of Proposed Research

1. Having established (see note below) that the data at present available indicate a *prima facie* case for the continued existence of discrimination against women in the matter of salaries, the committee proposed to undertake further analysis of these existing devious data in order to establish a more conclusive case.

Note: Evidence for differentials in salaries paid to men and women in Canadian universities are taken from D.B.S. figures for the year 1963-64. ("Salaries and qualifications of teachers in universities and colleges" 1963-64, published by Dominion Bureau of Statistics, Education Division, Higher Education Section, Queen's Printer, Ottawa, Ontario, May 1964.)

(1) The over-all median salary for women was $7,336 as compared with $9,115 for men, a difference of $1,779. Further, a lower median salary for women existed every year during the entire periods from 1956-57 to 1963-64; the gap between the median salaries of men and women grew wider every year and, while the changes in the ratio of women's salaries to those of men have not been completely consistent, the position of women in 1963-64 was worse than it was in any preceding year with the exception of 1960-61.

(2) When comparing the salaries paid to men and women both in the same field and having the same academic rank, we find that in all but three cases (out of 19 comparisons) the median salaries for women are lower than those for men.

(3) When comparing the salaries paid to men and women both in the same field and with the same number of years since the award of the first degree, we find that the median salaries of women are always lower than those for men.

(4) When comparing the salaries paid to men and women both in the same field and with the same highest earned degree, we find that in every case the median salaries for women are always lower than those for men.

(5) When comparing the salaries paid to men and women both with the same highest earned degree and number of years since the award of that degree, we find that in every case the median salaries for women are always lower than those for men.

(6) Finally, where data are provided for the period from 1956-57 to 1963-64, the situation described above has existed throughout that period.

Except for Table 1, the tables supporting these comments have been omitted here. They are available in the report proper.

2. The committee also proposed to undertake an analysis of these DBS data with respect to the existence of discrimination in the matter of *promotions.*

3. The third project that the committee plans to undertake is that concerned with discrimination in *retirement schemes, insurance plans and other benefits.*

4. However, the resources of the committee at the present time are not adequate to undertake satisfactory research in the remaining four areas, namely:

a) Discrimination against women in hiring practices,

b) discriminatory attitudes of male colleagues and the community towards female academicians,

c) discrimination in all female departments, para-medical departments and against the married woman,

d) the perception of discrimination against female in the academic world by present and future members of the profession.

While some aspects of c) may be available from DBS statistics, these four areas require considerable research. The committee understands

that the executive of the C.A.U.T. is interested in sponsoring such research and the committee has therefore begun the search for a competent sociologist who would be interested in carrying it out.

Hilda Neatby, University of Saskatchewan
Reginald Robson, University of British Columbia
Livia Thür, Université de Montréal
Sheila Toshach, University of Alberta, chairman

TABLE 1: Median Salaries of University Teachers — By Sex, 1956-57 to 1963-64 *

	Median Salaries for all Year			% Female Salaries of Male Salaries	Absolute Difference in Median Salaries of Men and Women
	Men	Women	Total		
1956-57	6,739	5,507**	5,775	82	1,232
1958-59	7,304	6,000	7,136	82	1,304
1960-61	8,379	7,008	8,151	84	1,371
1962-63	8,907	7,210	8,685	81	1,697
1963-64	9,115	7,336	8,890	80	1,779

* Taken from Table 1, p. 27 of DBS publication previously cited.

** These figures taken from:

Josie, Svanhuit, "Salaries and Qualifications of Women Teaching in Canadian Universities and Colleges", *The Labour Gazette*, November 30, 1959. Prepared for the Women's Bureau of the Department of Labour.

REPORT OF THE SALARY COMMITTEE

June 1966

Salary Levels, 1965 - 1966

The preliminary report of the Committee and detailed information on the level and spread of salaries for 1965 - 1966 were published in the February issue of the *Bulletin*.

The main item of new information that is available for the current report consists of average salaries by age-class for each university. As we have pointed out in previous reports, information of this sort is required for the assessment of the relative competitive position of different universities and for the comparison of academic salaries with those in other occupations. Salaries in all professions vary with the level of experience, and the competitive position of a university depends on what it can pay for a given level of experience. Its overall average salary may not measure its competitive position, since a university that pays more than another at all levels of experience may nevertheless have a lower average salary if its faculty is younger. Similarly average salary by rank may be an inadequate guide, if universities differ, as they do, in their promotion policy.

While age is not a perfect measure of experience, we believe that it is reasonably good, and preferable to the other measures that are readily available. "Years since first degree" is defective because of differences in experience level represented by the "first degree" at different universities, particularly differences between Canadian universities and those overseas, and differences between French and English language universities in Canada. "Years since highest degree" would count the colleague who "never got his dissertation done" as "more experienced" than one who got his dissertation finished after years of struggle.

An objection that is sometimes raised to the comparison of salaries by levels of experience is that such a comparison does not appear to take account of differences in "merit". There are of course differences in "quality" and "marketability" between individuals at the same level of experience, but the existence of such differences does not constitute a valid objection to this particular statistical exercise. It does, however, widen the range of possible interpretations of the results. A local association at a university with lower salary levels than another for the same

experience levels has the choice of interpreting the results as indicating either that its members are inferior in "merit" or that the university's competitive position is inferior: in either case the administration of the university has been deficient, and a rise in salaries is called for, in order to keep and/or attract faculty members of adequate "merit". Over the long run the two interpretations amount to the same thing, since an inferior competitive position, maintained over some time, must result in a lower average level of marketable "merit".

Basic salary at a given level of experience is of course not the only factor determining a university's competitive position. Summer earnings, fringe benefits, research facilities, work load, teaching programs, character of the faculty, and the student body, type of administration and control, and many other factors play a role. Some of these are now being surveyed by C.A.U.T. (e.g. fringe benefits) and more will be (e.g. work load). It should be stressed, however, that salary is a major factor — indeed *the* major factor. Many presidents and members of boards of governors tend to be overly impressed with the beauties of the local climate and scenery or the reputation of their particular university. Local associations must guard against this error.

Average salaries by age-class are shown in Table I, and, for the largest universities, are plotted in the charts. Following frequent requests, medical schools have been omitted from this particular comparison. While there is much variation in individual patterns, the typical tendency is for salary to rise more or less linearly with age up to about age-class 45-49, to rise at a lower rate thereafter, and ultimately to decline. Quite a number of the graphs show a decline between the age-classes 45-49 and 50-54, followed by further increases.

A comparison of the graphs and figures for the different universities indicates that, generally speaking, the spread among different universities is much less for young members of faculty than it is at the senior ages. This phenomenon presumably reflects the more active market at the younger age groups, which in turn reflects the greater mobility of young professors, the tendency of low-paying universities to expand their staffs by competing only for faculty in the junior age-classes, and the tendency of low-paying universities to exploit the lower mobility of senior staff.

The graphs indicate a good deal of criss-crossing and overlapping, which means that in many cases the relative competitive position of two universities varies with the age group. Nevertheless, it is apparent that, among the large universities, for most age-classes Alberta and Laval have

very high standings, McMaster, Toronto and Queen's are next in line, while the Atlantic universities, McGill, Sir George Williams and Victoria are very low.

Table I permits a rough evaluation of the salary position of women on Canadian faculties, a matter that is explored more thoroughly in another committee report. At most universities women comprise between 10 and 20 per cent of the faculty. Their average salary is appreciably lower than the overall average, even though their average age is, in most cases, either the same as the overall average, or greater.

Salaries in Other Occupations

A considerable amount of information on salaries in other professional occupations has been collected by the Head Office Research Assistant, but the analysis of this material has not yet been completed. A preliminary inspection suggests that the relation of academic salaries to the earnings of other *salaried* professionals such as engineers, teachers, and civil servants is better than it was some years ago. In particular academic salaries for comparable levels of experience appear to be higher than those in many *provincial* civil service grades.

Table II compares salaries by age in three important universities (illustrating "high", "medium" and "low" academic salary structures) with those in a number of professions. The great gap between academic salaries and earnings in the independent professions is illustrated by the comparison with dentists. Even though the figures for dentists relate to 1963 they average twice the academic salaries at age 35-39. Dentists' earnings, however, are progressively lower for higher ages after this peak, so that at age 60-64 they are comparable with academic salaries.

Salaries of chemists appear to be at about the same level as academic earnings, but in view of the fact that the figures for chemists relate to 1963, their current earnings must be higher than academic salaries in comparable age-classes. The figures for engineers are not strictly comparable with those for academics since they relate to different grades defined by the professional association on the basis of responsibilities as well as experience. However, they suggest that while in junior ranks and ages engineering salaries are roughly at the same level as those in universities, engineers reach levels of responsibility bearing salaries comparable with those of full professors at a considerably earlier age than academics.

The Table points to the existence of important areas in which academic salaries still lag behind those of other professionals.

Academic Salaries in the United States

A careful study of the relation between salaries in Canada and the United States will be part of the report of a subcommittee dealing with a proposed revision of the C.A.U.T. Scale, which is not yet completed. Two major difficulties confront such a comparison: — one is that, in view of the much greater dispersion of academic salaries in the United States, a straight comparison of averages is misleading. The other is that the very widespread availability of university funds for "summer research" in the United States — usually on the basis of 2/9 of basic salary — makes comparisons of basic salary misleading. The committee has tried to deal with these difficulties, and its estimates show that there is no Canadian university that can compete with the 150 best-paying United States universities at all ranks. If the discount on the Canadian dollar is neglected (i.e. if it is assumed that the Canadian dollar buys as much as the United States dollar), there are still only three Canadian universities in this class.

Salary Scales for 1966 - 1967

Salary scales for 1967 are shown in detail in a report provided by D.B.S. and a summary table of minima is provided at the end of the report. Table III, still more summarized, gives the leading minima. It should be stressed that these reports and tables do not deal with actual salaries, but with the scales that are supposed to govern actual salaries in the coming year.

On the first page of the D.B.S. Report the names of universities that are revising their scales above those currently in force are underlined, and it is apparent that nearly every university is raising its scales this year.

Table III suggests that a university may be considered backward if its minima in 1966 - 1967 are less than

$14,000 for full professors

$11,000 for associate professors

$ 8,500 for assistant professors

$ 7,000 for instructors or lecturers

Survey of Salary Increases

The problem of obtaining salary information as early as possible becomes increasingly acute as the time for salary negotiations and budget-

ing is advanced. In order to negotiate intelligently for the coming year, it is necessary at least to know what the current levels are. This situation makes it increasingly important to develop "leading indicators" of current salary levels.

The scales are such an indicator. A further set of data that can, in principle, be obtained in the spring, consists of the increases granted to those who remain on the staff of a given institution for the coming year. Last summer we attempted a survey of such increases by asking faculty associations to obtain the necessary information from their bursars. The results were mimeographed and circulated to the local associations. We plan to take a better organized survey in the next few weeks and hope for a maximum of co-operation from local officers and bursars.

Further Studies

In addition to the new data on salary by age the Committee has obtained further data from the Dominion Bureau of Statistics which will permit a detailed comparison of salary levels in Canada and the United States for the year 1962/63, and a detailed study of the factors accounting for salary differentials in the current year. We should like to express our appreciation to the Dominion Bureau of Statistics, and in particular to Mr. Mitchener, Chief of the Higher Education Section, for an excellent record of service and co-operation.

G. Rosenbluth,
Chairman, Salary Committee.

TABLE I

Average Academic Salaries by Age Group
Canada, 1965/66
(Excluding Medical Schools)
(Thousands of Dollars)

Institution	Age Group (Years) 25 - 29	30 - 34	35 - 39	40 - 44	45 - 49	50 - 54	55 - 59	60 - 64	Overall Average Salary [a]	Median Age Group (years)	*Females Only* Overall Average Salary [a]	Median Age Group (years)	Proportion of Faculty (%)
A. Institutions with Faculty of 150 or more													
Victoria	7.0	8.2	9.3	10.3	11.1	10.9	11.6	11.3	9.1	35-39	8.4	40-44	14.6
U.B.C.	8.0	9.1	10.1	11.6	11.7	13.0	13.1	13.6	10.6	35-39	8.7	40-44	16.5
Alberta (Edmonton)	8.8	10.0	11.3	12.5	13.7	14.0	13.5	15.1	11.5	35-39	9.8	35-39	10.3
Calgary	8.6	9.3	11.0	11.4	12.2	12.5	13.8	13.6	10.5	35-39	9.2	35-39	10.0
Saskatchewan	7.9	9.3	10.5	11.2	12.5	12.6	13.0	12.9	10.5	35-39	9.1	40-44	13.5
Manitoba	7.7	8.8	10.0	11.0	11.9	11.6	11.9	12.9	10.2	35-39	9.0	40-44	15.2
Windsor	8.1	9.1	10.1	10.9	10.5	11.4	n.r.	n.r.	9.9	35-39	8.9	45-49	11.1
Western	7.9	8.7	10.2	11.5	11.0	12.6	12.6	13.5	10.0	35-39	8.6	40[b]	11.6
Waterloo	8.1	9.1	10.9	11.2	12.2	11.5	n.r.	n.r.	9.8	30-34	9.4	35-39	3.4
McMaster	7.8	9.0	10.8	12.9	13.0	14.2	13.2	n.r.	10.5	35-39	8.7	35-39	10.5
Guelph	7.3	9.0	11.1	11.3	12.3	12.1	11.7	11.5	10.6	40-44	8.6	35-39	10.4
Toronto	7.8	9.2	10.4	11.7	13.2	13.0	14.5	14.3	11.2	35-39	8.4	40-44	16.3
Queen's	7.6	8.9	10.2	11.6	12.7	14.1	14.5	14.2	10.4	35-39	7.7	35-39	5.9
Ottawa	7.2	8.4	9.9	10.2	12.5	10.8	9.5	11.1	9.4	35-39	7.6	35-39	13.6
Carleton	8.0	8.7	9.8	11.1	12.0	11.0	n.r.	n.r.	9.7	35-39	8.1	35-39	8.6
Montréal	7.6	8.8	10.3	11.7	13.3	12.6	15.2	13.0	10.2	35-39	8.3	35-39	18.8
McGill	7.5	8.1	9.7	10.6	11.3	11.7	12.3	12.7	10.0	35-39	8.2	40-44	18.1
Sir George Williams	7.6	8.1	8.8	9.7	10.5	9.9	13.3	—	9.1	35-39	8.6	40-44	17.0
Laval	7.6	9.3	10.8	12.3	13.1	14.3	14.5	15.1	10.9	35-39	8.5	35-39	9.0
U.N.B.	7.2	8.1	9.3	10.2	11.6	10.5	11.9	13.0	9.1	35-39	8.2	35-39	12.0
Dalhousie	7.5	8.2	8.7	9.8	10.4	10.9	11.7	12.8	9.1	35-39	6.9	40-44	10.9
Memorial	— not available												

TABLE I p. 2

Average Academic Salaries by Age Group

Institution	25 - 29	30 - 34	35 - 39	40 - 44	45 - 49	50 - 54	55 - 59	60 - 64	Overall Average Salary [a]	Median Age Group (years)	*Females Only* Overall Average Salary [a]	*Females Only* Median Age Group (years)	*Females Only* Proportion of Faculty (%)
B. Institutions with Faculty of under 150													
Brandon	7.3	7.7	9.0	9.1	10.3	10.3	n.r.	n.r.	9.1	40[b]	9.5	50[b]	11.5
St. Paul's	7.2	n.r.	n.r.	n.r.	—	n.r.	n.r.	—	7.9	30-34	n.r.	n.r.	11.1
St. John's	7.3	n.r.	n.r.	n.r.	—	n.r.	n.r.	—	8.0	35-39	n.r.	n.r.	21.1
United	6.4	7.1	7.4	9.4	n.r.	n.r.	n.r.	n.r.	7.8	30-34	6.6	35-39	13.6
Lakehead	7.7	8.1	n.r.	9.5	10.0	10.5	n.r.	—	8.7	35-39	8.4	45-49	20.9
Laurentian	7.1	7.7	8.7	10.2	n.r.	n.r.	—	—	8.2	30-34	6.1	25-29	9.6
Waterloo Lutheran	6.8	8.0	9.0	9.3	10.5	9.8	10.6	n.r.	8.7	35-39	7.3	30-34	19.1
York	7.6	8.7	10.6	11.5	11.6	n.r.	n.r.	n.r.	9.6	35-39	8.1	35-39	15.7
Brock	7.2	9.2	10.7	n.r.	n.r.	n.r.	n.r.	—	10.1	35-39	n.r.	n.r.	8.0
Trent	8.3	8.3	11.2	12.0	n.r.	n.r.	n.r.	n.r.	9.8	30-34	n.r.	n.r.	10.5
R.M.C.	7.3	8.6	10.9	11.8	13.1	n.r.	n.r.	n.r.	10.2	35-39	—	—	—
Loyola	7.3	8.4	8.6	9.0	11.3	11.4	10.8	n.r.	8.9	35-39	6.8	35-39	10.4
Jean-de-Brébeuf	n.r.	8.1	—	n.r.	—	n.r.	—	n.r.	7.9	30-34	—	—	—
Bishops	7.6	8.2	10.9	11.4	11.5	9.9	12.0	—	9.5	30-34	n.r.	n.r.	6.1
Sherbrooke	7.7	9.2	10.6	10.4	n.r.	n.r.	—	—	9.2	30-34	n.r.	n.r.	2.5
Mt. Allison	— not available												
St. Francis Xavier	6.6	8.0	9.5	10.1	10.6	n.r.	n.r.	n.r.	8.4	30-34	n.r.	n.r.	5.7
Acadia													
St. Mary's	7.3	8.0	8.7	n.r.	9.1	10.6	10.8	n.r.	8.8	40-44	6.6	35-39	8.9
N.S. Tech.	6.8	8.7	9.7	9.4	10.9	n.r.	11.3	—	9.2	35-39	n.r.	n.r.	4.1

Notes :

Deans are excluded.

Members of religious orders paid on a scale less than that of lay staff are excluded.

n.r. Not recorded because there are less than five individuals in the group.

— No entries in the group.

a. Includes ages below 25 and above 64 and, in some cases, a few individuals with age not stated.

b. Median falls on boundary between two age groups.

c. Includes teaching staff with less than lecturer rank.

TABLE II

Average Salaries by Age

Selected Universities and Other Professions

($ 000)

Median Age	*Universities 1965 - 1966*			*Dentists 1963*		Chemists 1963	Engineers 1965
	Toronto	McGill	Dalhousie	in Private Practice	All		
25							
						6.5	
27	7.8	7.5	7.5	12.5	11.8		7.2
29							
						8.2	
31	9.2	8.1	8.2	16.6	16.2		
33							8.9
35							
						9.6	
37	10.4	9.7	8.7	18.1	17.5		
39							10.4 12.2
41						10.8	
	11.7	10.6	9.8	17.1	16.3		14.8
43							
45							
						11.8	
47	13.2	11.3	10.4	16.1	15.8		
49							
51						13.2	
	13.0	11.7	10.9	15.8	15.7		
53							
55							
						12.2	
57	14.5	12.3	11.7	12.9	12.8		
59							
61							
	14.3	12.7	12.8	12.5	12.1		
63							
65							

Source

Universities: Table I.
Dentists: Bureau of Economic Research, Canadian Dental Association, *Survey of Dental Practice,* 1963.
Chemists: *Chemistry in Canada,* July 1964.
Engineers: Canadian Council of Professional Engineers, *Report on Salaries* 1965. (The salaries shown are for different grades defined by the Council, based on experience and responsibilities.)

Note: For Chemists and Engineers, median age is estimated from "years since first degree" on the basis of age 23 at graduation.

TABLE III

Leading Minima of Salary Scales,

1966 - 1967

($ 000)

(Minima for 1965 - 1966 in parentheses)

Professors

15.2	Alberta (Edmonton) (14), Calgary (14)
15.0	Saskatchewan (14)
14.5	Manitoba (13.5), United College (11.3)
14.2	Windsor (13.5)
14.0	St. Francis Xavier (11), Montréal (13.5), McGill (13), Sir George Williams (13), Brock, Lakehead (13), McMaster (13), Toronto (13), Trent (13.5), York (13), U.B.C. (13), Victoria (13), Queen's (13).

Associate Professors

11.5	Saskatchewan (11), Alberta (Edmonton) (11), Calgary (11)
11.3	St. Francis Xavier (9)
11.0	McGill (10), Montréal (10.5), Sir George Williams (10), Brock, Guelph (10), Windsor (10), Manitoba (10.5), United College (9.3), U.B.C. (10), Victoria (10)

Assistant Professors

9.0	U.B.C. (8), Victoria (7.6)
8.6	Lakehead (8)
8.5	Memorial (7.5), Sir George Williams (7.6), Guelph, Toronto (7.5), Western (7.5), Windsor (8), York (7.5), Manitoba (8), United College (7)
8.3	Loyola (7.8), McGill (7.5), Montréal (7.8), Carleton (7.7), Alberta (Edmonton) (8.2), Calgary (8.2)

Lecturers or Instructors[a]

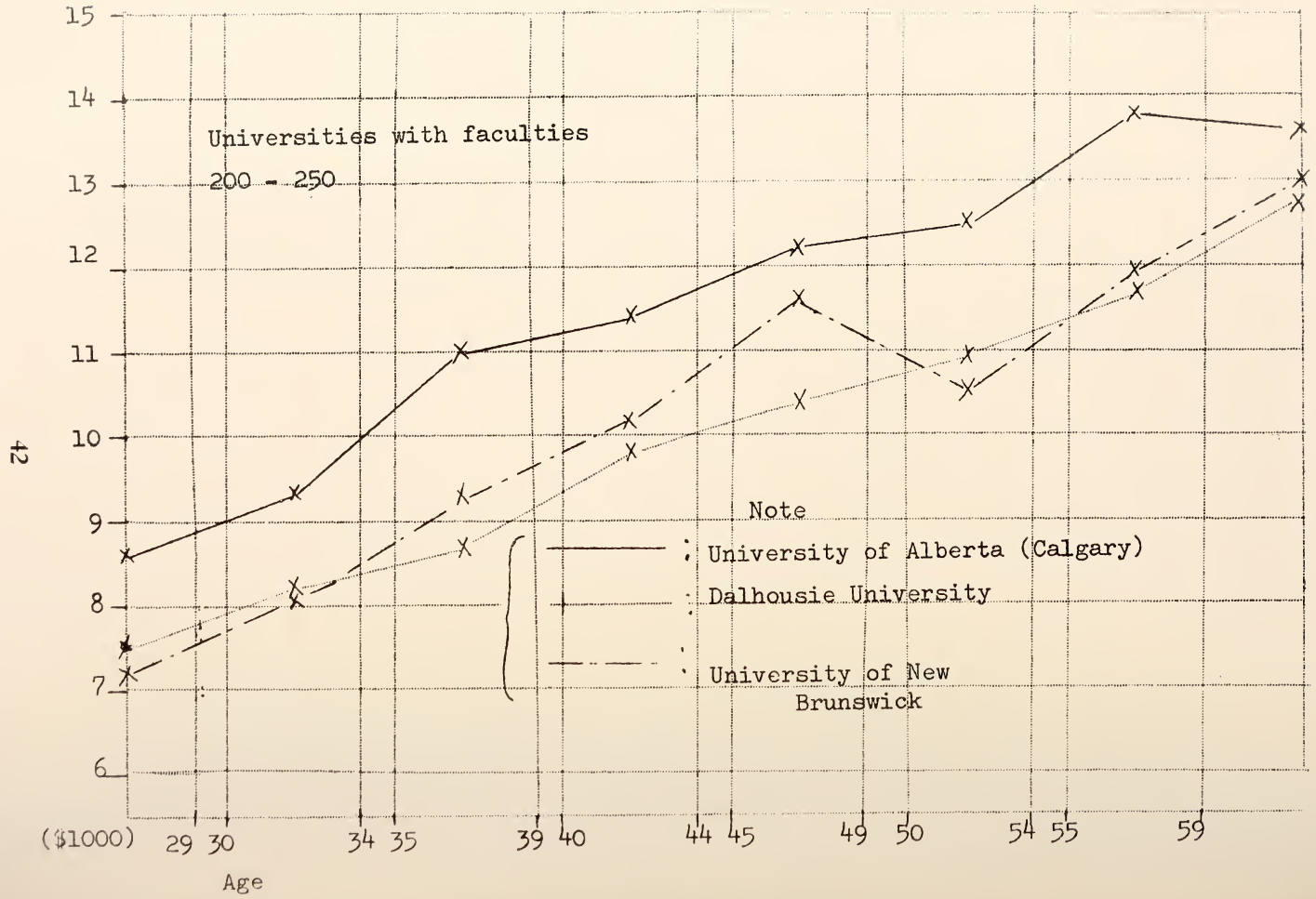
7.3	Bishop's (7)
7.2	St. Dunstan's (6.5)
7.0	Brock, Guelph (6), Toronto (6), Western, U.B.C. (6.5), Victoria (6)
6.9	Lakehead (6.5)
6.8	McGill (6.2), Sir George William's (6.6)
6.7	Loyola (6.3), Montréal (6), Sherbrooke (6.4), Laurentian (6.5), Windsor (6.5)

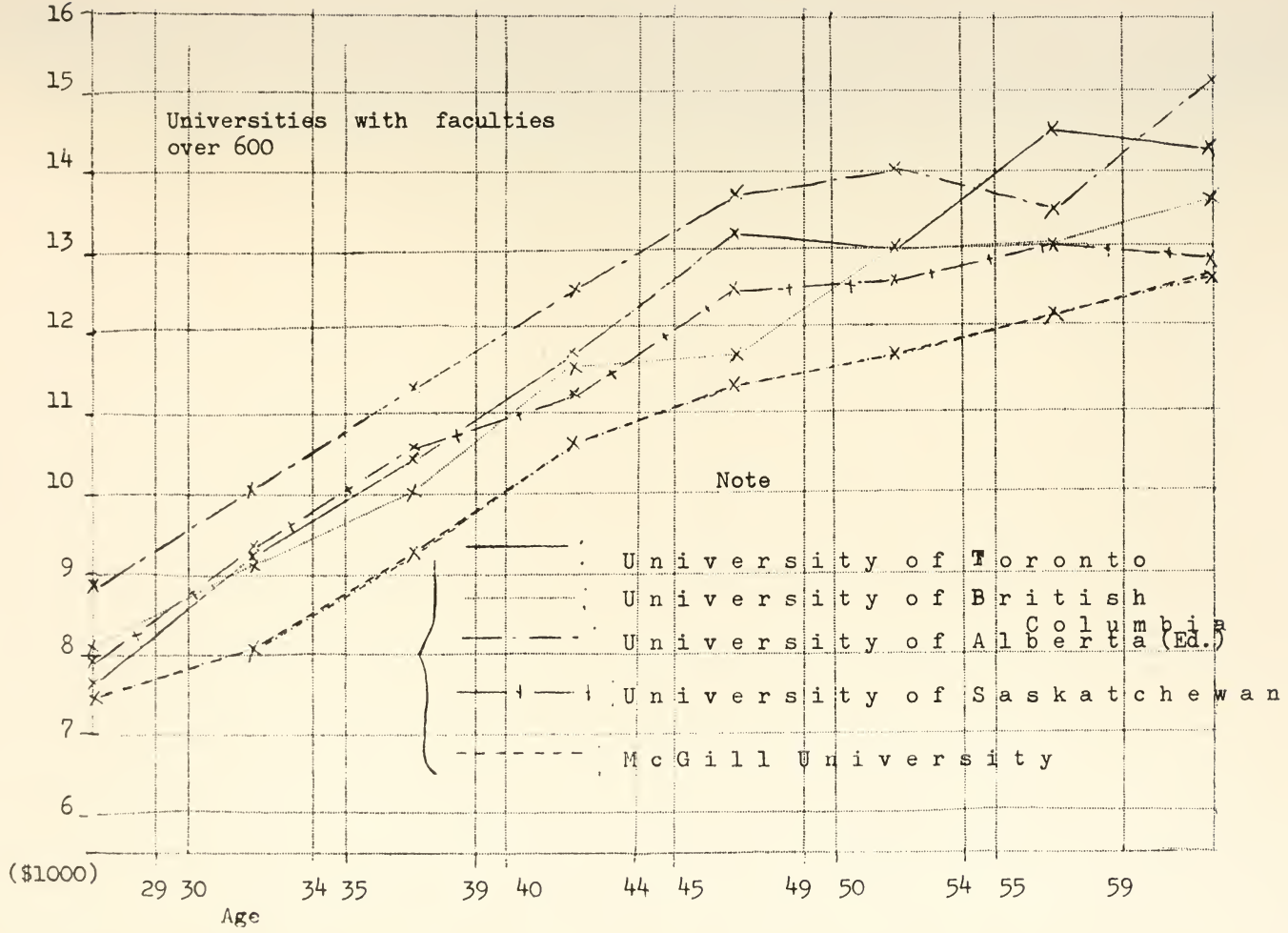
[a] Rank immediately below Assistant Professor.

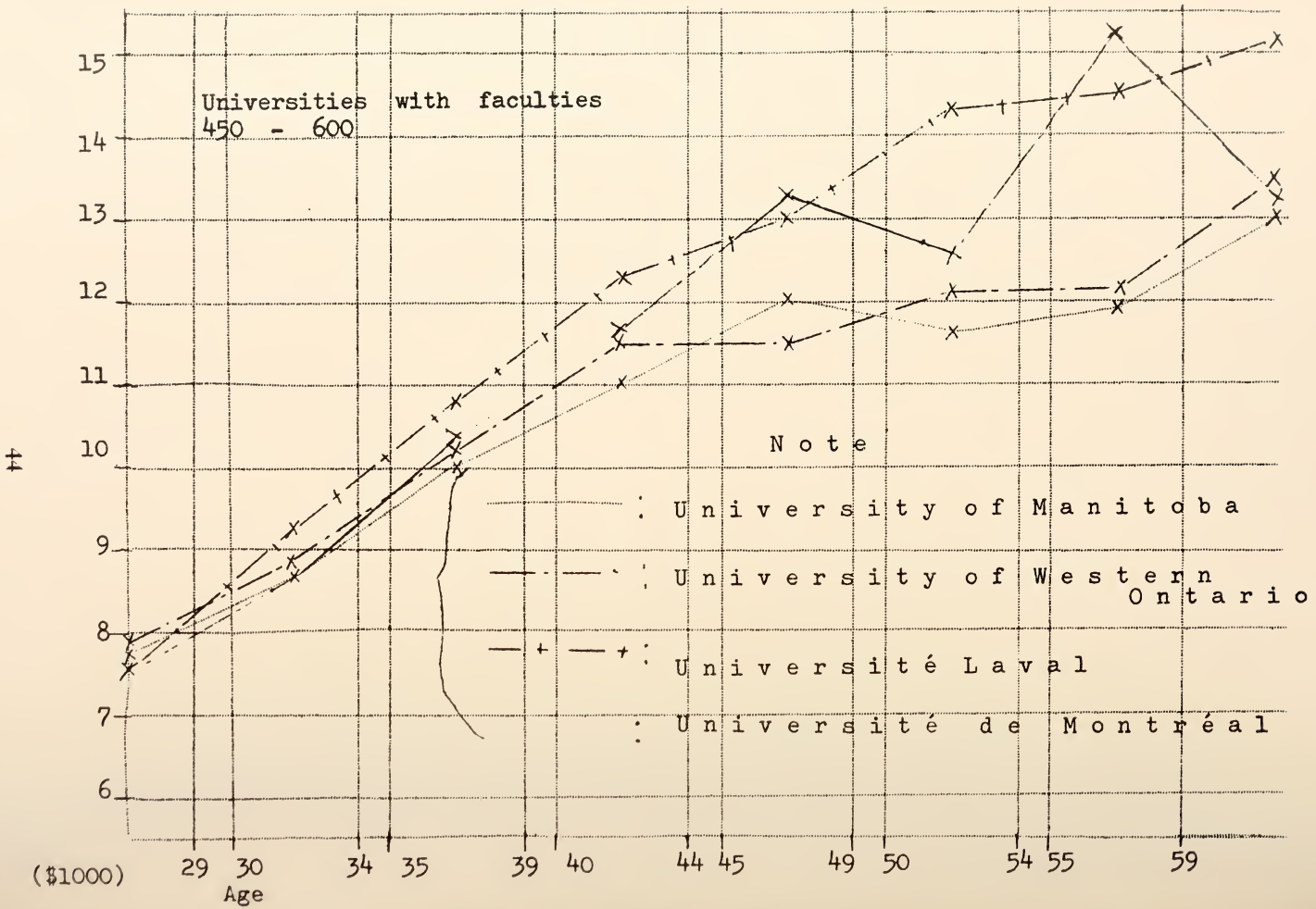
UNIVERSITY TEACHERS' SALARIES BY AGE

(All Male and Female less Medical)

1965 - 1966


15
14
13
12
11
10
9
8
7
6
($1000)
Universities with faculties
200 - 250
Note
University of Alberta (Calgary)
Dalhousie University
University of New Brunswick
29 30
34 35
39 40
44 45
49 50
54 55
59
Age


Universities with faculties over 600
Note
University of Toronto
University of British Columbia
University of Alberta (Ed.)
University of Saskatchewan
McGill University
16
15
14
13
12
11
10
9
8
7
6
($1000)
29 30
34 35
39 40
44 45
49 50
54 55
59
Age


Universities with faculties
450 - 600
Note
University of Manitoba
University of Western Ontario
Université Laval
Université de Montréal
($1000)
Age
15
14
13
12
11
10
9
8
7
6
29 30 34 35 39 40 44 45 49 50 54 55 59

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1966 - 1967

(Prepared for meetings of the Canadian Association of University Business Officers and the Canadian Association of University Teachers.)

As has been the case since 1961 - 1962, the Dominion Bureau of Statistics has collected information on salary scales for university teachers for release in June, before the opening of the academic year. Unless otherwise noted, all scales have been reported as final. Institutions marked with an (*) below may have revised scales for 1966 - 1967.

The institutions whose names are underlined below have increased minimum salaries for two or more ranks over their 1965-1966 rates. Others may also have increased their scales, but are either reported for the first time this year (e.g. Brock, Prince of Wales, Simon Fraser), or did not submit a return for last year (e.g. Jean-de-Brébeuf). L'Université de Sherbrooke, with no minimums stated for the three professorial ranks for either years, did increase the maximums for each for 1966 - 1967. It will be noted that almost all the institutions included reported increases over 1965 - 1966.

For 1965 - 1966, the highest floors reported were by the Universities of Alberta and Saskatchewan: $14,000 for full professors, $11,000 for associate professors, and $8,200 for assistant professors. For 1966-1967 (based on data received by July 31, 1966), eleven other universities equalled or exceeded these three minimums. Several other institutions had minimums equal to or above the 1965 - 1966 highs for one or two of the professorial ranks. The highest minimums reported for 1966 - 1967 were: full professor — $15,225 (Universities of Alberta and Calgary); associate professor — $11,500 (University of Saskatchewan); and assistant professor — $9,000 (St. Francis Xavier University, Simon Fraser University, and the Universities of British Columbia and Victoria).

The institutions included are mainly those with membership in the Association of Universities and Colleges of Canada, the Canadian Association of University Business Officers, or with local staff associations affiliated with the Canadian Association of University Teachers. Most institutions having a preponderance of teachers in religious orders, or with no specific academic rank, are omitted.

Data for each institution were entered as soon as they were received. There has thus been no ranking or geographical listing of institutions. They appear in the following order:

York University
Univ. of St. Michael's College
Univ. of New Brunswick
McGill University
Univ. of British Columbia
Osgoode Hall Law School

Univ. of Victoria (B.C.)
Ecole Polytechnique (Montréal)
Brandon College
St. John's College
St. Dunstan's University
Notre Dame Univ. of Nelson (B.C.)

University of Toronto
Ecole des Hautes Etudes Commerciales de Mtl.
Laurentian Univ. of Sudbury
The University of Manitoba
Dalhousie University

Sir George Williams Univ.
Saint Francis Xavier Univ.
Saint Mary's University
University of Waterloo
Nova Scotia Tech. College
The University of Western Ontario

University of Alberta
Brock University

McMaster University
Univ. of Trinity College
Huron College
Lakehead University

Univ. of King's College
University of Ottawa
St. Paul's College (Man.)
University of Saskatchewan
University of Guelph
Bishop's University

Loyola College
University of Windsor
* Prince of Wales College
Université de Sherbrooke
Trent University
Manitoba Law School

Waterloo Lutheran Univ.
University of Calgary
Memorial Univ. of Nfld.
Carleton University

Université de Moncton
Collège Jean-de-Brébeuf
United College
Collège Sainte-Marie
Victoria University (Ont.)
Université de Montréal

Queen's University
Mount Allison University
Royal Military College
Simon Fraser University
Université Laval

Higher Education Section, Education Division,
DOMINION BUREAU OF STATISTICS — Ottawa, Canada

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1966 - 1967

(*Source*: Data supplied in May, 1966, to the Dominion Bureau of Statistics by the institutions listed)

Institution	Deans	*Full Professors*		Assoc. Profs.	Assist. Profs.	Rank immediately below Assistant Professor	Other Ranks
		Department Heads, Directors	Other Full Profs.				
	$	$	$	$	$	$	$
York University						*Lecturer*	
Minimum	none		14,000	10,500	8,500	6,000	
Maximum			none	none			
Annual Increment			none				
University of St. Michael's College:						*Lecturer*	
Minimum	none	14,000		10,500	8,500	7,000	*Instructor:* no minimum
Maximum		none					
Annual Increment		unspecified					
University of New Brunswick:						*Lecturer*	
Minimum	none	none	13,000	10,000	8,000	6,000	
Maximum		none					
Annual Increment	none						
McGill University:						*Lecturer*	
Minimum	none	14,000		11,000	8,300	6,800	
Maximum			none				
Annual Increment	none	400	400	400	350	300	
University of British Columbia:						*Instructor II*	
Minimum	none		14,000	11,000	9,000	7,000	*Instructor I, Senior Instructor, Lecturer:* no minimum, maximum or annual increment.
Maximum			none				
Annual Increment			none				
Osgoode Hall Law School:							
Minimum	none		14,000	10,500	8,500		
Maximum	none			none			
Annual Increment	none		500	500	500		

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1966 - 1967

(*Source*: Data supplied in May, 1966, to the Dominion Bureau of Statistics by the institutions listed)

Institution	Deans	*Full Professors*		Assoc. Profs.	Assist. Profs.	Rank immediately below Assistant Professor	Other Ranks
		Department Heads, Directors	Other Full Profs.				
	$	$	$	$	$	$	$
University of Victoria (B.C.):						*Instructor II*	
Minimum		14,000		11,000	9,000	7,000	*Lecturer*
Maximum		none					*and Instructor I:*
Annual Increment		none					6,000
École Polytechnique (Montréal):						*Chargé d'enseignement*	
Minimum		15,000	14,000	11,000	8,280	6,300	
Maximum		18,000	17,000	15,000	11,500	8,400	
Annual Increment		none	360	300	300	300	
Brandon College:						*Lecturer*	
Minimum			13,000	10,500	8,000	6,500	
Maximum			none	13,000	10,500	8,000	
Annual Increment			not fixed				
Saint John's College:						*Lecturer*	
Minimum	none	14,500	13,500	10,500	8,000	6,500	*Special Lecturer and*
Maximum		none		13,500	10,500	8,000	*Instructor:* no scales
Annual Increment	none	200	200	200	200	200	or annual increments
Saint Dunstan's University:						*Instructor*	
Minimum	none		12,200	10,000	8,000	7,200	
Maximum	none		15,000	12,900	11,850	7,700	
Annual Increment			350	300	250	250	
Notre Dame University of Nelson (B.C.):						*Instructor*	
Minimum	none	10,975	10,625	8,750	6,875	5,625	
Maximum			none				
Annual Increment			15% increase for 1967-68				

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1966 - 1967

(*Source*: Data supplied in May, 1966, to the Dominion Bureau of Statistics by the institutions listed)

Institution	Deans	*Full Professors*		Assoc. Profs.	Assist. Profs.	Rank immediately below Assistant Professor	Other Ranks
		Department Heads, Directors	Other Full Profs.				
	$	$	$	$	$	$	$
University of Toronto:						*Lecturer*	
Minimum		14,000		10,500	8,500	7,000	*Instructor:*
Maximum		none					no scale.
Annual Increment		none					
École des Hautes Études: Commerciales de Montréal:					*Chargé de cours*	*Stagiaire d'enseignement*	*Stagiaire de recherches*
Minimum	none	annual supplement of 500 to 1,500	14,000	11,000[1]	6,900[2]	5,500[3]	5,500
Maximum			17,000	14,500[1]	11,000[2]	6,400[3]	5,500
Annual Increment			350	300	300-500-300-200[2]	300[3]	none
Laurentian University of Sudbury:						*Lecturer*	*Instructor*
Minimum	16,000	13,500	13,000	10,000	8,000	6,700	not stated
Maximum	18,000	16,000	15,000	12,500	9,700	7,700	6,500
Annual Increment	no. stated	300-500	300-500	300-500	200-400	200-400	200-400
The University of Manitoba:						*Lecturer*	
Minimum	no scale		14,500	11,000	8,500	—	
Maximum	no scale		none	14,499	10,999	8,499	
Annual Increment	no scale			none			
Dalhousie University:						*Lecturer*	
Minimum	not stated		13,000	10,500	8,000	not stated	
Maximum			none				
Annual Increment			reviewed annually				

[1] Data for *division de la licence*. For *division du baccalauréat*, figures are 9,800 x 300-200-250 to 12,500.
[2] Data for *division de la licence*. For *division du baccalauréat*, figures are 7,500 x 250-300-200 to 10,300.
[3] Data for *division de la licence*. For *division du baccalauréat*, figures are 5,500 x 400-500-600 to 7,000.

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1966 - 1967

(*Source*: Data supplied in May, 1966, to the Dominion Bureau of Statistics by the institutions listed)

Institution	Deans	Full Professors: Department Heads, Directors	Full Professors: Other Full Profs.	Assoc. Profs.	Assist. Profs.	Rank immediately below Assistant Professor	Other Ranks
	$	$	$	$	$	$	$
Sir George Williams University:						*Lecturer*	*Sessional Lecturer*
Minimum	17,000	14,000		11,000	8,500	6,800	6,600
Maximum	18,000	16,100		14,700	11,800	8,450	7,000
Annual Increment		varies					
Saint Francis Xavier University:						*Lecturer*	
Minimum	not stated		14,050[4]	11,050[4]	9,000[5]	6,000[6]	
Maximum	not stated		none	13,350[4]	11,800[5]	7,500[6]	
Annual Increment	not stated		250	250	200	200	
Saint Mary's University:						*Lecturer*	
Minimum	none		13,000	10,500	8,000	none	
Maximum			none			7,500	
Annual Increment	none		300	300	300	none	
University of Waterloo:						*Lecturer*	
Minimum	15,000	14,100	13,500	10,000	7,800	6,200	
Maximum			none				
Annual Increment	variable: based on scale, service, and merit						
Nova Scotia Technical College:						*Lecturer*	
Minimum		11,500	11,500	10,000	8,000	6,000	
Maximum			none				
Annual Increment			none				
The University of Western Ontario:						*Lecturer*	*Instructor*
Minimum		13,500	13,500	10,500	8,500	7,000	6,000
Maximum		none					
Annual Increment		none					

[4] 12 month contract.
[5] 12 month contract; 7,800 for 10 months.
[6] 9 month contract.

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1966 - 1967

(*Source*: Data supplied in May, 1966, to the Dominion Bureau of Statistics by the institutions listed)

Institution	Deans	*Full Professors*		Assoc. Profs.	Assist. Profs.	Rank immediately below Assistant Professor	Other Ranks
		Department Heads, Directors	Other Full Profs.				
	$	$	$	$	$	$	$
University of Alberta:						*Lecturer*	
Minimum		15,725	15,225	11,475	8,325	6,125	
Maximum		none		15,125	11,375	8,325	
Annual Increment		none		500	450	400	
Brock University:						*Lecturer*	
Minimum	none	14,000	14,000	11,000	8,000	7,000	
Maximum	none						
Annual Increment	none stated: all increments on merit basis						
McMaster University:						*Lecturer*	*Instructor*
Minimum	none	14,300	14,000	10,500	8,000	6,000	none
Maximum	none						
Annual Increment	none						
University of Trinity College:						*Lecturer*	*Instructor*
Minimum		14,500	14,000	10,500	8,500	7,000	5,000
Maximum	none established, except as determined by minimum for the next highest rank						
Annual Increment	varies within each rank based upon ability						
Huron College:						*Lecturer*	
Minimum	none	12,500		9,500	7,500	6,500	
Maximum	none						
Annual Increment	none						
Lakehead University:						*Lecturer*	
Minimum		none	14,000	10,800	8,600	6,900	
Maximum	none						
Annual Increment		none	400	400	400	300	

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1966 - 1967

(*Source*: Data supplied in May, 1966, to the Dominion Bureau of Statistics by the institutions listed)

Institution	Deans	*Full Professors*		Assoc. Profs.	Assist. Profs.	Rank immediately below Assistant Professor	Other Ranks
		Department Heads, Directors	Other Full Profs.				
	$	$	$	$	$	$	$
University of King's College:						*Lecturer*	
Minimum		13,000		10,500	8,000	none	
Maximum			none				
Annual Increment			not automatic				
University of Ottawa:						*Lecturer*	
Minimum	none		12,500	10,000	7,600	6,000	
Maximum	none		17,000	12,500	10,000	8,000	
Annual Increment	none		500	500	400	400	
Saint Paul's College (Manitoba):						*Lecturer*	
Minimum	none		13,500	10,500	8,000	6,500	
Maximum		none		13,500	10,500	8,000	
Annual Increment		none			variable		
University of Saskatchewan:						*Lecturer*	*Instructor*
Minimum	16,000	15,000	15,000	11,500	8,200	6,500	6,000
Maximum		none		14,600	11,100	8,800	8,000
Annual Increment		none		[7]	400	300	none
University of Guelph:						*Lecturer*	*Instructor*
Minimum	none	15,000	13,500	11,000	8,500	7,000	6,000
Maximum				none			
Annual Increment				variable			
Bishop's University:						*Lecturer*	
Minimum	none		13,200	10,200	8,000	7,300	
Maximum			none				
Annual Increment			none				

[7] The annual increment for associate professors is $400 until the midpoint of the range is attained. The continuation of further regular increments is reviewed at this point.

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1966 - 1967

(*Source*: Data supplied in May, 1966, to the Dominion Bureau of Statistics by the institutions listed)

Institution	Deans	*Full Professors*		Assoc. Profs.	Assist. Profs.	Rank immediately below Assistant Professor	Other Ranks
		Department Heads, Directors	Other Full Profs.				
	$	$	$	$	$	$	$
Loyola College:						*Lecturer*	
Minimum	none		13,780	10,390	8,270	6,680	
Maximum	none			14,000	10,500	8,680	
Annual Increment			413	311	248	200	
University of Windsor:						*Lecturer*	
Minimum	no information		14,250	11,000	8,500	6,750	
Maximum	no information		none	14,750	11,500	9,000	
Annual Increment	none						
Prince of Wales College: [8]						*Lecturer*	
Minimum			11,000	9,000	7,500	6,000	
Maximum	none						
Annual Increment	not stated						
Université de Sherbrooke:						*Chargé d'enseignement*	*Chargé de cours*
Minimum	no information		none	none	none	6,700	6,700
Maximum	no information		18,000	15,000	12,000	10,200	10,200
Annual Increment	no information		425	425	325	325	325
Trent University:						*Lecturer*	
Minimum	none specified		14,000	10,500	8,250	none	
Maximum	none						
Annual Increment	none specified						

Manitoba Law School:

As of July, 1966, the School will cease to be an independent institution and will become the Faculty of Law of The University of Manitoba. The scales will be the same as for the university (see page 4) except that no appointments are made at the lecturer level.

[8] Revisions may be made in the fall of 1966.

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1966 - 1967

(*Source*: Data supplied in May, 1966, to the Dominion Bureau of Statistics by the institutions listed)

Institution	Deans	*Full Professors*		Assoc. Profs.	Assist. Profs.	Rank immediately below Assistant Professor	Other Ranks
		Department Heads, Directors	Other Full Profs.				
	$	$	$	$	$	$	$
Waterloo Lutheran University:						*Lecturer*	*Instructors*
Minimum	16,000	no	12,650	9,500	7,500	6,000	none
Maximum	18,000	additional	none	12,650[9]	9,600[10]	7,750[11]	none
Annual Increment	500	salary	400	350[9]	300[10]	250[11]	none
University of Calgary:[12]						*Lecturer*	
Minimum	none	[13]	15,225	11,475	8,325	6,125	
Maximum		none		15,125	11,375	8,225	
Annual Increment	not stated		1,000	500	450	400	
Memorial University of Newfoundland:						*Lecturer*	*Instructor*
Minimum	17,500	13,000	12,500	10,500	8,500	none	none
Maximum				none			
Annual Increment				none			
Simon Fraser University:[14]						*Instructor*	*Demonstrator*
Minimum	no minimum		14,000	11,000	9,000	7,000	none
Maximum				none			
Annual Increment				none			
Carleton University:						*Lecturer*	
Minimum	none		13,800	10,500	8,300	none	
Maximum				none			
Annual Increment				not specified			

[9] Maximum and increment for Associate Professors I. For II, maximum is 12,500 and increment 250.
[10] Maximum and increment for Associate Professors I. For II, maximum is 9,300 and increment 200.
[11] Maximum and increment for Lecturers I. For II, maximum is 7,500 and increment 150.
[12] As of July 1, 1966. The University of Calgary was formerly the Calgary campus of the University of Alberta.
[13] Departmental honoraria ranging from $500 to $2,000 per annum are paid to department heads who may or may not have the rank of full professor.
[14] Revisions are planned for July 1, 1966.

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1966 - 1967

(*Source*: Data supplied in May, 1966, to the Dominion Bureau of Statistics by the institutions listed)

Institution	Deans	*Full Professors*		Assoc. Profs.	Assist. Profs.	Rank immediately below Assistant Professor	Other Ranks
		Department Heads, Directors	Other Full Profs.				
	$	$	$	$	$	$	$
						Chargé d'enseignement senior	*Chargé d'enseignement*
Université de Moncton:							
Minimum	no supplement		12,000	9,500	7,500	6,000	5,000
Maximum	no supplement			not stated			
Annual Increment	varies according to rank and to merit: increments are not automatic						
						Chargé d'enseignement	
Collège Jean-de-Brébeuf:							
Minimum	none		11,250	9,500	7,525	6,000	
Maximum	none		12,650	12,100	10,900	8,500	
Annual Increment	none		350	300	275 or300	275	
						Lecturer	
United College:							
Minimum	none	14,500	14,500	11,000	8,500	none	
Maximum	none						
Annual Increment	none						
						Chargé d'enseignement	
Collège Sainte-Marie:							
Minimum	15,000	13,500	12,000	10,000	7,400	6,200	
Maximum	16,000	16,300	14,800	11,050	9,500	6,950	
Annual Increment		400	400	350	300	250	
						Lecturer	*Instructor, Assistant*
Victoria University (Ont.):							
Minimum	none	14,000	14,000	10,500	8,500	7,000	varies
Maximum	none			13,500	10,000	8,500	varies
Annual Increment	varies						
						Chargé d'enseignement senior	*Chargé d'enseignement*
Université de Montréal:							
Minimum	none		14,000	11,000	8,300	6,700	5,500
Maximum	none		17,850	15,200	11,600	9,100	6,400
Annual Increment	none		350	300	300	300	300

SALARY SCALES FOR LAY STAFF AT CANADIAN UNIVERSITIES AND COLLEGES, 1966 - 1967

(*Source*: Data supplied in June and July 1966 to the Dominion Bureau of Statistics by the institutions listed)

Institution	Deans	*Full Professors*		Assoc. Profs.	Assist. Profs.	Rank immediately below Assistant Professor	Other Ranks
		Department Heads, Directors	Other Full Profs.				
	$	$	$	$	$	$	$
Queen's University at Kingston:						*Lecturer*	*Instructor*
Minimum	none	none	14,000	10,500	8,200	none	none
Maximum				none			
Annual Increment				none			
Mount Allison University:	For 1966-67 there will be no fixed minimums or maximums, although salaries for the various ranks will be increased over 1965-66 levels.						
Royal Military College:						*Lecturer*	
Minimum		14,500	14,000	10,800	8,400	5,700	
Maximum		not stated		13,800	10,950	9,150	
Annual Increment		increases based on merit					
Simon Fraser University:						*Instructor*	*Demonstrator*
Minimum	no minimum		14,000	11,000	9,000	7,000	none
Maximum				none			
Annual Increment				none			
Université Laval:						*Assistant*	
Minimum	[15]	no	12,030	10,090	8,480[16]	6,500	
Maximum	[15]	supple-	17,400	14,150	12,140	9,500	
Annual Increment		ment	0 - 200	0 - 400	0 - 400	500	

[15] Supplement of $2,000.

[16] $9,500 for holders of a doctorate.

SUMMARY DATA ON UNIVERSITY TEACHER SALARY SCALE MINIMUMS FOR FOUR ACADEMIC RANKS, BY INSTITUTION 1966-1967

(*Source:* As reported to the Dominion Bureau of Statistics in May to July, 1966)

DONNÉES SOMMAIRES SUR L'ÉCHELLE DES TRAITEMENTS MINIMUMS ACCORDÉS AUX PROFESSEURS D'UNIVERSITÉ QUATRE RANGS UNIVERSITAIRES, SUIVANT L'INSTITUTION 1966-1967

(*Source:* rapports fournis au Bureau fédéral de la statistique de mai à juillet 1966)

Province and Institution — Province et institution	Full Professor — Professeur titulaire	Associate Professor — Professeur agrégé	Assistant Professor — Professeur adjoint	The Rank immediately Below Assistant Professor — Le rang immédiatement en dessous de celui de professeur adjoint
	$	$	$	$
Newfoundland — Terre-Neuve :				
Memorial University	12,500	10,500	8,500	[1]
Prince Edward Island — Île-du-Prince-Édouard :				
Prince of Wales College [2]	11,000[2]	9,000[2]	7,500[2]	6,000[2]
St. Dunstan's University	12,200	10,000	8,000	7,200
Nova Scotia — Nouvelle-Ecosse :				
Acadia University	[3]	[3]	[3]	[3]
Dalhousie University	13,000	10,500	8,000	[1]
University of King's College	13,000	10,500	8,000	[1]
Mount Saint Vincent University	[3]	[3]	[3]	[3]
Nova Scotia Technical College	11,500	10,000	8,000	6,000
St. Francis Xavier University	14,050	11,350	9,000	6,000
St. Mary's University	13,000	10,500	8,000	[1]
New Brunswick — Nouveau-Brunswick :				
Université de Moncton	12,000	9,500	7,500	6,000
Mount Allison University	[1]	[1]	[1]	[1]
University of New Brunswick	13,000	10,000	8,000	6,000
Québec :				
Bishop's University	13,200	10,200	8,000	7,300
Ecole des Hautes Etudes Commerciales	14,000	11,000	6,900	5,500
Collège Jean-de-Brébeuf	11,250	9,500	7,525	6,000
Université Laval	12,030	10,090	8,480	6,500
Loyola College	13,780	10,390	8,270	6,680
McGill University	14,000	11,000	8,300	6,800
Université de Montréal	14,000	11,000	8,300	6,700
Ecole Polytechnique	14,000	11,000	8,280	6,300
Collège Sainte-Marie	12,000	10,000	7,400	6,200
Université de Sherbrooke	[1]	[1]	[1]	6,700
Sir George Williams University	14,000	11,000	8,500	6,800
Ontario :				
Brock University	14,000	11,000	8,000	7,000
Carleton University	13,800	10,500	8,300	[1]
University of Guelph	13,500	11,000	8,500	7,000
Huron College	12,500	9,500	7,500	6,500
Lakehead University	14,000	10,800	8,600	6,900
Laurentian University of Sudbury	13,000	10,000	8,000	6,700
McMaster University	14,000	10,500	8,000	6,000
Osgoode Hall Law School	14,000	10,500	8,500	[3]
University of Ottawa	12,500	10,000	7,600	6,000
Queen's University at Kingston	14,000	10,500	8,200	[1]

Royal Military College of Canada	14,000	10,800	8,400	5,700
University of St. Michael's College	14,000	10,500	8,500	7,000
University of Toronto	14,000	10,500	8,500	7,000
Trent University	14,000	10,500	8,250	[1]
Trinity College	14,000	10,500	8,500	7,000
Victoria University	14,000	10,500	8,500	7,000
University of Waterloo	13,500	10,000	7,800	6,200
Waterloo Lutheran University	12,650	9,500	7,500	6,000
University of Western Ontario	13,500	10,500	8,500	7,000
University of Windsor	14,250	11,000	8,500	6,750
York University	14,000	10,500	8,500	6,000
Manitoba :				
Brandon College	13,000	10,500	8,000	6,500
The University of Manitoba	14,500	11,000	8,500	[1]
St. John's College	13,500	10,500	8,000	6,500
St. Paul's College	13,500	10,500	8,000	6,500
United College	14,500	11,000	8,500	[1]
Saskatchewan :				
University of Saskatchewan	15,000	11,500	8,200	6,500
Alberta :				
University of Alberta	15,225	11,475	8,325	6,125
University of Calgary	15,225	11,475	8,325	6,125
British Columbia — Colombie-Britannique :				
University of British Columbia	14,000	11,000	9,000	7,000
Notre Dame University of Nelson	10,625	8,750	6,875	5,625
Simon Fraser University	14,000	11,000	9,000	7,000
University of Victoria	14,000	11,000	9,000	7,000

[1] No minimum stated.

[2] Scales may be revised later in 1966.

[3] No information.

[1] Aucun minimum déclaré.

[2] Il est possible que les échelles soient révisées plus tard en 1966.

[3] Aucun renseignement.

THE UNIVERSITY TEACHER

Per G. Stensland *

I. REASON FOR CONCERN

Student protests about universities heard across the North American continent from Berkeley to Boston and echoing in near-riots in Victoria, teach-ins in Toronto and Alberta, and murmuring unrest on other campuses in Canada were not just pranks or irresponsible outbursts of rebellion and young impatience. They were demonstrations against poor relationships between students and faculty members. A major part of this relationship is established in the classroom. Questioning the quality and significance of teaching, students have reopened a discussion which for a long time has been cautiously and guardedly approached, especially by faculty.

It should not take student riots to move professors to discuss what they are teaching and how they teach it. In our kind of society, teaching and learning in universities need to be under continuous scrutiny. Only in an atmosphere of sound and open evaluation can the professor with consistency claim academic freedom or demand certain rights as a faculty member. It would be incongruous if discussion should concentrate on education at the pre-university level, while the education of the university student or the adult in our society were left largely free from critical analysis.

A critical look at learning and teaching on the university campus, long over-due, is timely for another reason. The post-war years, as everyone knows, have been characterized by an almost frantic pressure for *research*. This has put a great strain on the institutions of higher learning all across the continent, especially on the graduate schools. Undreamed of resources available for research have caused minor upheavals, pulling faculty members away from teaching. Rewards and prestige have fallen first to research, only indirectly, if at all, to teaching. In a recent article in *Saturday Review* (Jan. 15, 1966), Everett Walters, editor of a new study of graduate education in the United States for the American Council on Education, presents a disturbing picture of "the immutable Ph.D." symbolizing the pressures toward research. Work toward a Ph.D. spells involvement in research. Subsequently, a great

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many university positions demand that research orientation be maintained. The drift away from teaching to research is a danger even in the humanities, as William Arrowsmith, writing on "The Shame of our Graduate Schools" in *Harpers* (March, 1966), points out. Meanwhile, there has been little chance for the Ph.D. candidate, during his work for the degree, to acquaint himself with skills and knowledge relating to the teaching responsibility of a university professor. This is unfortunate, for with few exceptions, teach he must!

II. A FRAMEWORK

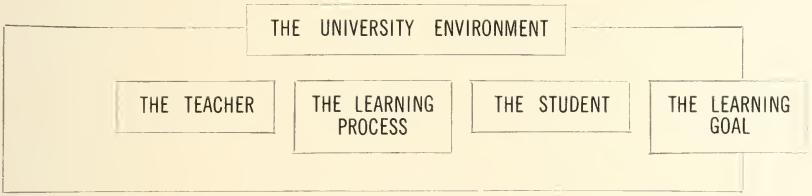
In discussing university teaching, three assumptions seem pertinent. First, *the same conditions, the same general principles of human behavior and the same theories apply whether the teaching and learning take place in primary schools and high schools, or in universities and continuing education centres.* This does not mean in any way that teaching and learning *are* the same. University students and faculty members are, of course, different from grade school children and primary school teachers. However, the same general process is going on in the first grade classroom as in the graduate seminar.

Second, *methods and content, purpose and person are always interrelated in the teaching-learning situation.* Teaching is not just a "bag of tricks" to use a phrase employed at a recent seminar on medical education in Buenos Aires, and probably in many other discussions about education on the campuses. *What* you teach is closely tied to *how* you teach. A good mathematician, to be an effective mathematics professor, has to be a good teacher, too. A good teacher, to be an effective professor of geography, has to know geography. Any talk about instructional method in a vacuum, content in a vacuum, or even for that matter students in a vacuum, is not only futile, it is unimaginative and illogical.

Third, *we are not born good teachers, we are made good teachers.* One does not acquire, by osmosis, skills or knowledge in teaching any more than one acquires, by osmosis, knowledge and skills in physics. One *learns* to be a good teacher as well as a good historian. The question is not *whether* one has to learn to teach but rather *how well.* We need, then, opportunities to analyze and to discuss present teaching practices and experiences on our campuses. We need to plan possible improvements.

What is proposed in this brief article is a framework for that planning, one used last fall when the new College of Veterinary Medicine at the University of Saskatchewan requested assistance in or-

ganizing a seminar on university teaching. The College of Education was asked to plan the seminar and provide for faculty resources in the seminar sessions. The instructors and professors under the leadership of their dean, Dr. L. Smith, met every Wednesday night throughout the fall to study and analyze their teaching in terms of five basic elements: the teacher, the student, the learning process, the learning goal, and the university environment.



Obviously, the teacher-professor and the learner-student have different conceptions of these five factors in the teacher-learning situation. What the university regards as a goal of teaching on the campus is not identical with what the particular professor regards as a goal of his teaching, or what the college student regards as the learning goal in a particular class. However great these differences in conception may be, the university teacher faces five sets of brief questions about his own teaching:

(1) How effective is *the university as an environment* to good teaching? What are the particular rules and regulations that set the limits around university teaching in a legal, administrative sense? Is there any substance to the accusation that the university of today is an impersonal IBM-type of institution?

(2) *Who is the university student?* What are the particular characteristics you recognize in a "good student" or a "bad student"? Students have problems that affect learning positively or negatively — what is the role of a counsellor? Student achievements need to be evaluated — what are some recent ideas on examinations?

(3) *What is an effective learning process?* — What goes on when we say that a person learns? What are the psychological factors that influence the university student either positively or negatively?

(4) *Who is the teacher?* What are the ideas about good teaching that the professor might hold? How relevant are recent studies of teaching styles in campus situations?

(5) What *teaching goals* are realistic to both professors and students? What are some *useful resources, tools and instruments* available to

university teachers, what resources can they employ from outside the university to help them toward the goals?

III. EVALUATING PROCESS NOT JUST PRODUCT

Traditionally the final assessment of teaching has been a test of *student* performance, at the end of a semester or a year. As a means to evaluate the efficacy or significance of university teaching this *post facto* act has limited value. We now must find ways of analyzing *the process* that led up to the moment of turning in term papers, writing an exam or passing the requirements for a degree.

In the seminar at the University of Saskatchewan, the veterinary medicine faculty took a look at a well-known set of seven factors influencing learning: [1]

Motivation plays an important role — the student learns best what he *wants* to learn;

Capacity and competence affect the process of change — the student learns best what he *can* learn;

Previous experience influences learning — the student learns best what he already *knows* something about;

Relevance enhances effective learning — the student learns best what *makes sense;*

Active participation is more effective than passive reception — the student learns best what he *does;*

Feedback is related to learning effect — the student learns best when he knows the result, whether success or failure;

Satisfaction is more significant for learning than either a neutral or a negative outcome — the student learns best when he is *rewarded.*

The seven factors need to be considered all in a unit, not niggardly one by one. Personal clusters of questions crop up: Have we not all had difficulties in motivating students? Have we not often disregarded the actual level of student functioning instead of what we guessed at or hoped for? Must we not admit that many classes, indeed whole courses, really do not seem very relevant to the students? Do we not tend to stick to one kind of method in university teaching — lecture, demon-

[1] See, for example, Hilgard, Ernest R., *Theories of Learning, 2nd ed.* London: Methuen, 1958.

stration, slides-films-blackboarding — where participation from students is low — meanwhile neglecting other methods where student participation would be high? Are we really interested in feedback from students — not just answers to questions we choose to give, but open free exchange of ideas and information as well as emotions between professor and student?

Outsiders might be justified in feeling that university teachers on the whole are arrogant, even self-satisfied with the teaching-learning situation. We certainly tend to place ourselves above scrutiny so far as behavior in our classrooms goes. How is it that we are willing to accept scientific analysis of our subject matter competence, but not of our teaching? Might it be that we, the university teachers, have not made ourselves thoroughly familiar with recent research on creativity, learning retention, transfer, discovery? Arrogance, possibly no; ignorance, very likely yes, not in subject matter but in the science of learning! University professors and instructors should all read such recent statements as Jerome Bruner's *Toward a Theory of Instruction*[2] and B. F. Skinner's "Why Teachers Fail".[3] And, not only must teachers and professors take part in the current discourse on education, so too must administrators and presidents of universities.

Might it be that we are plain lazy? It is certainly easier to go on using the same material, the same method, the same style next year as we did this year. I hate to think we are taking the easy, brazen way out!

IV. SUGGESTED ACTION

Of course we can do something about all this. The stakes are high. We now need universities where the teacher has equal honor with the scholar. To this end we now need to care directly about teaching.

University teaching is not "automatic", "natural" or "elementary-my-dear-Watson". It is a profession. As such it needs serious attention. It should be as self-evident that graduate students who plan to go on to university careers should study teaching as they now study their own specialty.

Some universities have already met the challenge. In his essay on the Ph.D., referred to above, Everett Walters writes:

[2] Bruner, J., *Toward a Theory of Instruction*. Cambridge: Harvard University Press, 1966.

[3] Skinner, B. F., "Why Teachers Fail", *Saturday Review*, Oct. 16, 1965.

"... There are evidences that many university departments of instruction are attempting to help their graduate students prepare for their teaching duties. Indeed, carefully supervised practice teaching of high order is carried on at a number of universities." Citing what has happened at Ohio State and several other universities, Dr. Walters points at courses where the emphasis is placed on what is expected of good teachers by the public, the university administrator, the student, the college dean, and the faculty.

All universities should have departments of higher education as the University of Toronto does. All should give special courses for new instructors. There should be imaginative programs of internships in which graduate students may teach, not only correct papers. In such programs, the head instructor should encourage and lead a continuous evaluation and discussion of teacher behavior in the campus classrooms. The recent Bruner book already mentioned should be required reading. Interns and other university-teachers-to-be should review research findings on teaching styles such as the Solomon-Bezdek-Rosenberg study.[4] They should evaluate their own and their elder colleagues' performance in terms of such categories as the seven referred to above. There should be ample opportunities for skill-training, e.g. in the use of both ordinary and electronic blackboards, overhead projectors, tapes and other audio-visual tools; the use of small study groups in large classes, of work projects, team-teaching, field trips; the use of programmed learning and machines; the preparation and broadcasting of television classes, teleconferences.

An Association like the C.A.U.T. assumes the professional competence and integrity of university teachers when it cares for the rights and privileges of such teachers. Perhaps that assumption has held for scholarship, but it does not hold for performance on campuses. Perhaps it is now time for us to make professional demands on top teaching not only just top research. University teaching is a precious social invention. But the once revolutionary invention may today be as obsolete as the first primer or Mark Hopkins' log.

Several actions appear possible: C.A.U.T. might sponsor an annual seminar on university teaching on one of the campuses in which those interested would gather and study recent research and discuss particular problems of university teaching. A Summer School for

[4] Solomon, Daniel; Bezdek, William E.; Rosenberg, Larry, *Teaching Styles and Learning*. Chicago: Center for the Study of Liberal Education for Adults, 1963.

University Teachers, such as the experimental one sponsored a decade ago by the (then) National Conference of Canadian Universities and Colleges, might be promoted again, after several years. The Association might invite universities to participate in an all-Canada research on teaching in universities. Special committees in local staff associations might well spearhead such a national assessment of our professional practices. (The staff associations at U.B.C. and the University of Guelph both have recently formed committees on teaching to study these matters.) C.A.U.T. members should be invited to a discussion in this journal. Indeed, a future issue might be entirely devoted to teaching.

It has not been my intention to question the importance of content in university teaching. For centuries we have perfected our control of content. We now are reasonably sure that those who teach know *what* they are teaching, and we have safeguards against teachers who do not know what they are teaching. We need to move into a phase where we also agree on standards and criteria for *how* we are teaching.

The next few decades will see breath-taking developments in the technology of teaching. It would be tragic if these developments were to reach only the teaching of children and young people. In such an eventuality our society would split in two worlds of education — one guided by the science of learning and the several sciences of human behavior, the other disregarding these sciences and making teaching "a bag of tricks", "just something you are born to", or "something that you do by intuition, after all." Such a division of education would be the more tragic as the future demands full and imaginative use of all human resources, including the university professor as a teacher.

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SOMMAIRE DE L'ÉTUDE DES AVANTAGES SOCIAUX OFFERTS AUX PROFESSEURS DANS LES UNIVERSITÉS DU CANADA : 1965-1966

L'étude des avantages sociaux a été faite au moyen d'un questionnaire soumis au secrétaire de l'association locale des professeurs. Les données que nous avons extraites de l'information transmise au secrétariat ont pu être vérifiées dans la mesure où une brochure ou un document décrivant l'un ou l'autre avantage social a été annexé au questionnaire qui nous fut retourné. Dans les cas où le questionnaire était notre seule source de renseignements, les données coïncident avec les relevés.

Les tableaux que nous publions dans cette livraison du *Bulletin* portent sur les avantages sociaux suivants :

a) régime de caisses de retraite [1] (page 67);

b) assurance-vie (page 70);

c) assurance-hospitalisation (page 73);

d) assurance-hospitalisation complémentaire (page 74);

e) assurance médico-chirurgicale (page 74);

f) congé de maladie avec rémunération (page 78);

g) régime d'indemnité par suite d'incapacité (page 75);

h) congé sabbatique (page 79);

i) réduction des frais de scolarité pour les enfants des professeurs (page 82);

j) prêts et logement (page 83).

Mireille Lapointe
préposée à la recherche

[1] Un sommaire partiel sur les régimes de caisses de retraite a déjà été publié dans le *Bulletin de l'A.C.P.U.*, tome 14, numéro 4, avril 1966, pp. 64-71. Ce rapport porte sur les régimes de retraite des universités suivantes : University of Alberta (Calgary et Edmonton), Bishop's University, Brandon College, University of Guelph, Lakehead University, Université Laval, McGill University, Mount Allison University, University of New Brunswick, Université d'Ottawa, Queen's University, Collège militaire royal du Canada, St. Francis Xavier University, St. John's University, University of Saskatchewan (Regina et Saskatoon), Université de Sherbrooke, Sir George Williams University, University of Toronto, United College, University of Waterloo, Waterloo Lutheran University, University of Western Ontario, University of Windsor.

Tableau 1 (a) CAISSES D'ÉPARGNE-RETRAITE

université	contributions comme pourcentage du traitement		traitement		protection contre l'inflation	endosseur des coûts d'opération	âge de la retraite		
	individu	université	signification	limite supérieure			facultatif	normal	limite
U. B.C.	5.0	10.0	de base	aucune	CREF	université et participant	H. — F. —	65 65	— —

Tableau 1 (b) CAISSES D'ÉPARGNE-RETRAITE

dispositions particulières (professeurs)					formule adoptée par suite de la mise en vigueur des régimes publics du Canada et du Québec (1er janvier 1966)
période d'attente pour devenir éligible	décès avant la retraite	compensation si la rente est insuffisante	emploi au-delà de l'âge normal de la retraite	droit acquis par l'individu qui quitte l'institution avant l'âge de la retraite	
aucune	rente au montant des bénéfices accumulés par la contribution de l'individu et de l'université	4,200 : mariés 3,000 : célibataires	contributions additionnelles des deux partis ou rente différée ou début des prestations	rente viagère différée au montant des bénéfices accumulés	intégration

1 Le pourcentage de la formule et le taux de contribution correspond à la valeur réelle de la formule et de la contribution appliquées à la première tranche de $5,000 du traitement, i.e. excluant le régime de caisse de retraite public.

Abréviations : H. : hommes; F. : femmes; max. : maximum.

Tableau 2 (a) FONDS DE RETRAITE PROGRESSIFS

université	formule		contributions du participant	traitement		protection contre l'inflation	endosseur des coûts d'opération	âge de la retraite selon le sexe		
	pourcentage du traitement moyen	période	comme pourcentage du traitement	signification	limite supérieure			facultatif	normal	limite
Acadia	2.0	dernier 5 ans	6.0	de base	aucune	formule	institution de gestion	— —	65 65	— H. — F.
Dalhousie	2.0 (1.5)1	dernier 5 ans	6.0	de base	aucune	formule	fonds de retraite	— —	65 65	— H. — F.
Laurentienne	1.5	max. — 5 ans consécutifs inclus dans la période de 10 ans avant la retraite	5.0	de base	30,000	formule	—	55 55	65 65	70—H. 70—F.
Manitoba	2.0	carrière	6.0	de base	aucune	aucune	institution de gestion	55 55	65 65	— H. — F.
York	1.5 (1.125)1 2.0 (1.5)1	max. — 5 ans carrière (selon le plus avantageux)	6.0 (4.5)1	de base et autres	aucune	formule	université	— —	65 65	70—H. 70—F.

Tableau 2 (b) FONDS DE RETRAITE PROGRESSIFS

dispositions particulières (professeurs)					formule adoptée par suite de la mise en vigueur des régimes de retraite publics du Canada et du Québec (1er janvier 1966)
période d'attente pour devenir éligible	décès avant la retraite	compensation si la rente est insuffisante	emploi au-delà de l'âge normal de la retraite	droit acquis par l'individu qui quitte l'institution avant l'âge de la retraite	
1 an	*moins de 8 ans :* contributions de l'individu avec intérêt *de 8-19 ans :* contributions de l'individu avec intérêt et 8% des contributions de l'université par année au-delà de 8 ans *20 ans et plus :* contributions de l'individu, l'intérêt et les contributions de l'université	ad hoc	début des prestations ou rente différée	*moins de 8 ans :* contributions de l'individu avec intérêt *de 8-19 ans :* contributions de l'individu avec intérêt et 8% des contributions de l'université par année au-delà de 8 ans *20 ans et plus :* contributions de l'individu, l'intérêt et les contributions de l'université	indéterminée
1 an	contributions de l'individu et de l'université plus 3½%	aucune	contributions additionnelles des deux partis ou rente différée ou début des prestations	*moins de 9 ans :* contributions de l'individu avec intérêt *de 9-21 ans :* contributions de l'individu avec intérêt et 8% des contributions de l'université par année au-delà de 9 ans *plus de 21 ans :* 2 fois le montant des contributions de l'individu avec intérêt	intégration
H. : 1 an F. : 3 ans	contributions de l'individu plus 4%	aucune	rente différée	contributions de l'individu avec intérêt ou rente différée basée sur les bénéfices accumulés selon la formule (mais dernier 5 ans)	indéterminée
aucune	contributions de l'individu avec intérêt	aucune	contributions additionnelles de l'individu ou rente différée	contributions de l'individu avec intérêt ou rente différée au montant des bénéfices accumulés selon la formule	intégration
aucune	2 fois le montant des contributions de l'individu sans intérêt	aucune	contributions additionnelles des deux partis ou rente différée	transfert du fonds à un autre régime de retraite	intégration

ASSURANCE - VIE (groupe)

université	participation	prime acquittée par l'université	valeur nominale — pourcentage du traitement	valeur nominale — maximum	dispositions si le participant devient invalide
Acadia	O	50%	moins de 40 ans — 400% de 40-50 ans — 300% de 50-60 ans — 200% de 60 à la retraite — 100%	36,000 30,000 20,000 15,000	prolongation de l'assurance et cessation des primes
Alberta	F	nil	minimum — 10,000	40,000 ou 25% du traitement	nil
Bishop's	F	50%	mariés : 15,000 célibataires : 1,000	15,000 1,000	*moins de 60 ans :* $250/mois durant 5 ans
Brandon	O	40%	mariés : *moins de 54 ans* 200% : *après 54 ans* perte de 10% de la valeur par année jusqu'à concurrence de 100% célibataires : 100%	nil	aucune
U.B.C.	O	50%	valeur décroissante selon l'âge	*à 20 ans :* 68,684	prolongation de l'assurance et cessation des primes *
Dalhousie	O	40% *	200%	20,000	rente de 5 ans égale à la valeur nominale
Guelph	O	50%	200%	nil	aucune
	F	nil	100%	nil	aucune
Lakehead	O	50%	200%	25,000	prolongation de l'assurance et cessation des primes
Laurentienne	O	50%	300%	—	prolongation de l'assurance, cessation des primes et revenu égal à 60% du traitement

université	participation	prime acquittée par l'université	valeur nominale		dispositions si le participant devient invalide
			pourcentage du traitement	maximum	
Manitoba	O	50%	200%	nil	prolongation de l'assurance et cessation des primes
McGill	O	50%	participant avec personnes à charge : *jusqu'à 40 ans* — 300% *de 41-65 ans* — perte de 20% de la valeur par 5 ans *après 65 ans* — 100% participant sans personne à charge : jusqu'à 65 ans — 200% après 65 ans — 100%	60,000 56,000—40,000 20,000 40,000 20,000	prolongation de l'assurance et cessation des primes
McMaster	O	partiel	environ 333⅓%	75,000	prolongation de l'assurance
Mt Allison	F	50%	valeur décroissante selon l'âge	—	aucune
U.N.B.	F	25%	240—330% environ selon le traitement	25,000	rente de 5 ans égale à la valeur nominale avec limite supérieure de $20,000
Ottawa		40%	mariés — 20,000 célibataires — 10,000	20,000 10,000	aucune
Queen's		60% environ	100%	30,000	aucune
Collège militaire royal (R.M.C.)	O	nil	100%	5,000	aucune
St. Francis Xavier	O	100%	—	5,000	prolongation de l'assurance et cessation des primes*

université	participation	prime acquittée par l'université	valeur nominale — pourcentage du traitement	valeur nominale — maximum	dispositions si le participant devient invalide
Saskatchewan	F	participant: .30/ mois/ 1,000	300%	nil	aucune
Sherbrooke	O	50%	500%	50,000	aucune
Sir G. Williams	O	nil	lors de l'adhésion si : *moins de 55 ans* — 150% à 65 ans ou à l'âge de la retraite, perte de 10% de la valeur par année jusqu'à concurrence de 100% *55 ans et plus* — 1,000	27,000 1,000	rente égale à la valeur nominale avec limite supérieure de $20,000
United	O	partiel	100% jusqu'à 51 ans et par la suite perte de 10% de la valeur	mariés—15,000 célibataires — 7,500	aucune
Waterloo	O	50%	*moins de 55 ans* — 250% *plus de 55 ans* — 100%	30,000	aucune
Waterloo Luth.	F	50%	*moins de 35 ans* — 250% *plus de 35 ans* — perte de 7½%/année jusqu'à concurrence de 150%	25,000	dispositions non précisées
Western	O	50%	200% plus $5,000	45,000	prolongation de l'assurance et cessation des primes
Windsor	O	50%	*jusqu'à 51 ans* — 200% *de 51-61 ans* — perte de 5% de la valeur par année	nil	aucune
York	F	50% environ	*de 25-46 ans* — 300% [1] *de 46-65 ans* — perte de 10% de la valeur par année jusqu'à concurrence de 200%	45,000	prolongation de l'assurance et cessation des primes

* Parce que partielle, cette donnée fut complétée à l'aide des renseignements fournis en 1964-65, *Bulletin de l'A.C.P.U.*, tome 13, numéro 4, mai 1965.

1 Si le traitement est inférieur à $15,000, la valeur nominale sus-mentionnée s'applique à la première tranche de $15,000 du traitement. Cependant si la valeur nominale de l'assurance est inférieure à $45,000, un montant supplémentaire d'assurance s'ajoute dont la valeur nominale se calcule ainsi :
de 25-45 ans : 100% de la tranche du traitement supérieur à $15,000;
de 46-65 ans : perte de 5% de la valeur par année jusqu'à concurrence d'une perte de 100% de la valeur.

Abréviations : O : obligatoire; F : facultatif.

ASSURANCE - HOSPITALISATION (régimes provinciaux)

N.B. Chaque province est dotée d'un régime d'assurance-hospitalisation.

Dans les provinces suivantes aucun paiement direct de prime n'est exigé :

Nouvelle-Écosse (Acadia, Dalhousie, Nova Scotia Tech. St. Francis Xavier, St. Mary's)

Nouveau-Brunswick (Mount Allison, University of New Brunswick)

Québec (Bishop's, Jean-de-Brébeuf, Laval, Loyola, McGill, Montréal, Sherbrooke, Sir George Williams)

Alberta (University of Alberta)

Colombie-Britannique (University of British Columbia, Victoria)

Sur le territoire des provinces où le régime d'assurance-hospitalisation prévoit le paiement direct de primes :

1) l'université *acquitte 50% du montant de la prime :*
Carleton, Lakehead, Laurentienne, Waterloo, Waterloo Luth., Western, Windsor

2) l'université ne contribue à acquitter aucune partie de la prime :
Brandon, Guelph, Manitoba, McMaster, Ottawa, Queen's, Collège militaire royal (R.M.C.), St. John's, Saskatchewan, United, York

RÉGIME complémentaire d'ASSURANCE-HOSPITALISATION		RÉGIME D'ASSURANCE MÉDICO-CHIRURGICALE			
université	participation	prime acquittée par l'université	premier montant à rabattre	maximum	% des frais médicaux à rabattre
Acadia	O	50%	50/an/pers. 150/an/fam.	5,000/vie clause de rétablissement	20%
Alberta	F	nil	nil	échelle reconnue	nil
Bishop's	F	25%	nil	échelle reconnue	nil
Brandon	F	nil	nil	nil	—
U. of B.C.	F	50%	nil	nil	nil
Carleton	F	50%	50/an/pers.	25,000/vie clause de rétablissement	20%
Dalhousie	F	nil	nil	échelle reconnue	nil
Guelph	O	50%	50/an/pers.	15,000/vie	20%
Lakehead	F	50%	50/an/pers. 150/an/fam.	5,000/vie	nil
Laurentienne	O	50%	25/an/pers. 75/an fam.	10,000/3 ans	20%
Laval	F	nil	—	—	nil
Manitoba	O	50%	nil	200 pers./intervention	nil
McGill	O	50%	25/an/pers.	5,000/an 10,000/vie clause de rétablissement	15%
McMaster	O	partiel	50/an/pers. 150/an/fam.	10,000/vie	20%
Mt. Allison	F	nil	nil	30 jours/incapacité 70 jours/vie	nil

RÉGIME D'INDEMNITÉ PAR SUITE D'INCAPACITÉ

participation	prime acquittée par l'université	participation	prime acquittée par l'université	valeur de l'allocation d'incapacité	terminaison
O	50%	O	partiel	70% du traitement max. : $500/mois	H. 68 ans F. 65 ans
F	nil		aucun régime		
F	25%		aucun régime		
aucun régime		dispositions du régime de caisse de retraite : l'université continue à verser le montant total du traitement pour une période de 161 jours; par la suite une allocation égale à 50% du traitement est versée et les contributions au régime de retraite sont acquittées.			
aucun régime		O	50%	50% du premier 1,000 30% du reste max. : $800/mois	65 ans
aucun régime		O	50%	50% du traitement max. : $1,744/mois	âge normal de la retraite
F	nil		aucun régime		
O	50%	O	50%	50% du traitement	—
F	nil	O	50%	50% du traitement max. : $250/semaine	65 ans
aucun régime		O	50%	60% du traitement	65 ans
F	nil	dispositions du régime de retraite : les pensions de retraite sont versées avant l'âge de la retraite au montant de la valeur des bénéfices accumulés.			
F	nil	O	50%	environ 60% du traitement	180 jours avant la retraite
O	50%	O	50%	*après 6 mois :* 50% du traitement	—
O	partiel	O	50%	*premier 6 mois :* 100% du traitement *après 6 mois :* 60% du 1er 7,000 50% du 6,000 suivant 40% du reste	âge normal de la retraite
F	nil		aucun régime		

RÉGIME complémentaire d'ASSURANCE-HOSPITALISATION	RÉGIME D'ASSURANCE MÉDICO-CHIRURGICALE				
université	participation	prime acquittée par l'université	premier montant à rabattre	maximum	% des frais médicaux à rabattre
U. of N.B.	F	25%	50/an/pers.	5,000/an/pers.	20%
Ottawa	F	nil	50/an/pers. 100/an/fam.	5,000/vie clause de rétablissement	20%
Queen's	O	50%	50/an/pers. 100/an/fam.	20,000/vie clause de rétablissement	20%
Collège militaire royal (R.M.C.)	F	partiel	25/an/pers. 40/an/fam.	nil	nil
St. Francis Xavier	O	100%	nil	70 jours/incapacité	nil
St. John's	aucun régime — régime provincial facultatif				
Saskatchewan	aucun régime — régime provincial : « The Saskatchewan Medical Care Insurance Plan »				
Sherbrooke	F	50%	35/an/pers. 70/an/fam.	10,000/vie	20%
Sir George Williams	F	nil	50/an/pers. 150/an/fam.	10,000/vie	20%
United	aucun régime — régime provincial facultatif				
Waterloo	F	50%	50/an/pers. 100/an/fam.	—	20%
Waterloo Luth.	F	50%	50/an/pers. 100/an/fam.	15,000/vie	20%
Western	O	50%	25/an/pers. 75/an/fam.	10,000/3ans	20%
Windsor	F	50%	nil	nil	nil [1]
York	F	nil	50/an/pers. 150/an/fam.	5,000/vie clause de rétablissement	—

1 Le pourcentage des frais médicaux à rabattre et le premier montant à rabattre sont endossés par le médecin, en vertu du régime « Ontario Medical Association » par lequel certains médecins et spécialistes agréent de ne recevoir que 90% de leurs honoraires en quittance de leurs services professionnels.

Abréviations : H. : hommes; F. : femmes; max. : maximum.
H. : hommes; F. : femmes;
pers. : personne; fam. : famille.

participation	prime acquittée par l'université	participation	prime acquittée par l'université	valeur de l'allocation d'incapacité	terminaison
F	25%		aucun régime		
F	nil	F	nil	% du traitement (non précisé)	*accident :* 65 ans *maladie :* 5 ans
F	nil	O	prime incluse dans contributions au régime de retraite	*après 90 jours :* 50% du traitement max. : 1,150/mois	65 ans
F	nil	dispositions du régime de retraite : les pensions de retraite sont versées avant l'âge de la retraite au montant de la valeur des bénéfices accumulés			
O	100%		aucun régime		
F	nil		aucun régime		
F	nil	O	50%	75% du premier 6,000 65% du 6,000 suivant 45% du reste max. : $12,000/an	—
F	50%	F	50%	*après 90 jours :* 50% du traitement	65 ans
F	nil		aucun régime		
F	nil	O	50%	*premier 3 mois :* 100% du traitement *après 3 mois :* 50% du traitement	*accident :* 65 ans *maladie :* 5 ans
F	50%	O	50%	60% du traitement	—
partie de l'assurance médico-chirurgicale		F	50%	50% du traitement	65 ans
O	50%	O	50%	40-50% du traitement	—
F	nil	O	50%	50% du traitement max. : $250/semaine	65 ans
F	nil	O	50% environ	60% du premier 6,000 50% du reste max. : $1,200/mois	65 ans

CONGÉ DE MALADIE, AVEC RÉMUNÉRATION

— Aux universités suivantes aucun règlement précis ne détermine la durée et la fréquence du congé de maladie, avec rémunération : Bishop's, Brandon, Dalhousie, Laurentienne, Laval, Manitoba, McGill, Mount Allison, University of New Brunswick, Ottawa, Queen's, St. Francis Xavier, St. John's, Sherbrooke, Sir George Williams, United, Windsor, York.

— Aux universités suivantes un règlement détermine les termes du congé de maladie, avec rémunération :

Acadia	dispositions du « régime d'indemnité par suite d'incapacité »
Alberta	maladie passagère : ad hoc maladie chronique : 1re année : 100% du traitement - 6 jours 2e année 100% du traitement - 2 semaines 3e - 5e année : 100% du traitement - 4 semaines 6e - 10e année : 100% du traitement - 13 semaines 50% du traitement - 13 semaines 11e année et plus : 100% du traitement - 13 semaines 50% du traitement - 39 semaines
University of British Columbia	règlement déterminé (non précisé)
Guelph	selon le rang académique : professeur adjoint et rangs supérieurs : 90 jours rangs inférieurs à professeur adjoint : accumulation périodique jusqu'à concurrence de 90 jours
Lakehead	1½ jour par mois — accumulation périodique jusqu'à concurrence de 132 jours
McMaster	maximum de 6 mois
Collège militaire royal (R.M.C.)	1¼ jour par mois
Saskatchewan	maximum de 3 mois
Waterloo	règlement déterminé (non précisé)
Waterloo Luth.	règlement déterminé (non précisé)
Western	règlement déterminé (non précisé)

CONGÉ SABBATIQUE (congé pour études)

université	formule de régime	allocations du congé sabbatique comme pourcentage du traitement	engagement à retourner à l'université
Acadia	ad hoc — après 7 ans	1 an — 50% du traitement de base de la dernière année	aucun
Alberta	ou plus après 7 ans ➧ après 13 ans ➧	1 an — 50% du traitement 1 an — 80% du traitement (i.e. augmentation progressive de 5% par année) — traitement de base de la dernière année, plus l'augmentation annuelle	2 ans
Bishop's	r e v i s i o n e n c o u r s		
Brandon	ad hoc	variable — traitement de base de la dernière année	ad hoc
U. of British Columbia	régime — formule non précisée	1 an — 60% du traitement de base de la dernière année, plus l'augmentation annuelle	aucun
Dalhousie	régime — formule non précisée	1 an — 50% du traitement ou quelquefois 6 mois — 100% du traitement — traitement de base de la dernière année et, sous recommandation du doyen, plus l'augmentation annuelle — ou — — traitement de base de la dernière année	aucun
Lakehead	ad hoc	ad hoc	—
Laurentienne	ad hoc	ad hoc	durée égale à celle du congé sabbatique
Laval	ad hoc	ad hoc	ad hoc
Manitoba (revision en cours)	régime — formule non précisée	6 mois — 100% du traitement ou 1 an — 50% du traitement — traitement de base de la dernière année, plus l'augmentation annuelle	durée égale au congé sabbatique

CONGÉ SABBATIQUE (congé pour études)

université	formule de régime	allocations du congé sabbatique comme pourcentage du traitement	engagement à retourner à l'université
McGill	au mérite	1 an — 50% du traitement de base de la dernière année, plus l'augmentation annuelle	aucun
McMaster	régime — formule non précisée	6 mois — 100% du traitement ou 1 an — 50% du traitement — traitement de base de la dernière année, plus l'augmentation annuelle	aucun
Mount Allison	ad hoc	6 mois — 100% du traitement ou 1 an — 50% du traitement — traitement de base de la dernière année	1 an
U. of New Brunswick	régime — formule non précisée	1 an — 50% du traitement de base de la dernière année	aucun
Ottawa (revision en cours)	régime — formule non précisée	6 mois — 100% du traitement ou 1 an — 50% du traitement — traitement de base de la dernière année, plus l'augmentation annuelle	aucun
Queen's	après 6-9 ans ▸ 1 an — 50% du traitement après 10-13 ans ▸ 1 an — 66 ⅔% du traitement après 14 ans et plus ▸ 1 an — 80% du traitement — traitement de base de la dernière année, plus l'augmentation annuelle		aucun
Collège militère royal (R.M.C.)	régime — formule non précisée	9 mois — 50% du traitement de base de la dernière année, plus l'augmentation annuelle	(revision en cours)
St. Francis Xavier	après 7 ans ▸ 1 an — 50% du traitement après 10 ans ▸ 1 an — 66⅔% du traitement — traitement de base de la dernière année, plus l'augmentation annuelle		aucun
St. John's	1 professeur par année, selon l'ancienneté	1 an — 50% du traitement — (signification de traitement non précisée)	1 an

CONGÉ SABBATIQUE (congé pour études)

université	formule de régime	allocations du congé sabbatique comme pourcentage du traitement	engagement à retourner à l'université
Saskatchewan	après 7 ans après 14 ans	6 mois — 100% du traitement ou 1 an — 50% du traitement 1 an — 80% du traitement — traitement de base de la dernière année, plus l'augmentation annuelle	oui
Sherbrooke	ad hoc	ad hoc	5 ans
Sir George Williams	ad hoc	ad hoc	—
United	ad hoc	généralement : 1 an — 100% du traitement moins le montant du traitement du professeur remplaçant — traitement de base de la dernière année	oui
Waterloo	régime — formule non précisée	6 mois — 100% du traitement ou 1 an — 50% du traitement — traitement de base de la dernière année, plus l'augmentation annuelle	aucun
Waterloo Luth.	régime — formule non précisée ad hoc — études de doctorat	1 an — 50% du traitement de base de la dernière année, plus l'augmentation annuelle	1-3 ans
Western	ad hoc	1 an — 50% du traitement de base de la dernière année, plus l'augmentation annuelle	aucun
Windsor	après 6 ans après 12 ans	1 an — 50% du traitement 1 an — 100% du traitement — traitement de base de la dernière année	aucun
York	régime — formule non précisée	6 mois — 100% du traitement ou 1 an — 50% du traitement — traitement de base de la dernière année, plus l'augmentation annuelle	aucun

Ne s'applique pas : Guelph

RÉDUCTION DES FRAIS DE SCOLARITÉ POUR LES ENFANTS DU PROFESSEUR D'UNIVERSITÉ

université	pourcentage de la réduction des frais de scolarité	
	professeur en son vivant	professeur décédé
Alberta	—	100%
Bishop's	100%	—
Brandon	—	100%
Lakehead	100%	100%
Laval	100%	—
McGill	66⅔%	100% si succès
Mount Allison	max. de $500	100%
University of New Brunswick	50%	50%
Ottawa	50%	—
St. Francis Xavier	100%	
Sherbrooke	après 5 ans : 100%	—
Sir George Williams	100%	ad hoc
Waterloo	50%	—
Waterloo Luth.	100%	si professeur avait permanence et l'étudiant déjà à l'université lors du décès : 100%
Western	max. $150 si succès	max. $150 si succès

Ne s'applique pas : Acadia, University of British Columbia, Dalhousie, Guelph, Laurentienne, Manitoba, McMaster, Queen's, Collège militaire royal, St. John's, Saskatchewan, Toronto, United, Windsor, York.

université	prêts		logement
	prêts hypothécaires	autres prêts	
Acadia	lorsque le capital est disponible: taux de ½ - 1% inférieur au cours du marché	—	—
Alberta-Edmonton	—	—	8 appartements pour professeurs masculins mariés : prix inférieur au cours du marché
Bishop's	taux : 5% max. de 20 ans	—	nombre restreint, cours du marché, offert selon l'ancienneté
U. of British Columbia	—	—	logement temporaire - max. de 2 ans, prix comparable au cours du marché
Dalhousie	sous certaines conditions taux CMHC	—	—
Laurentienne	—	université donne les garanties de prêts bancaires : max. 5,000 prêts pour études à l'étranger	—
Laval	—	ad hoc	—
Manitoba	—	prêts pour congé sabbatique : taux de 3%	—
McGill	taux de 6½%	dans des cas particuliers d'urgence : taux de 6½%	nombre très restreint
Mount Allison	—	pour congé sabbatique	oui (non précisé) prix comparable au cours du marché
U. of New Brunswick	—	—	nombre restreint : prix quelque peu inférieur au cours du marché

PRÊTS et LOGEMENT

université	prêts		logement
	prêts hypothécaires	autres prêts	
Queen's	—	—	dans des occasions particulières : résidences de l'université sont offertes aux nouveaux professeurs pour une période limitée
Collège militaire royal (R.M.C.)	—	—	doyens et cadres supérieurs; prix inférieur au cours du marché
St. Francis Xavier	—	—	l'université prend option pour la location d'appartements prix inférieur au cours du marché
Sherbrooke	—	—	chambre et pension : $200 par mois
Toronto	prêt bancaire de $5,000 utilisé habituellement comme seconde hypothèque	l'université donne les garanties de prêts bancaires : max. de $5,000 au taux de 6% pour un terme de 5 ans	—
United	—	ad hoc : prêt à court terme sans intérêt	—
Waterloo Luth.	—	circonstances particulières : prêts limités à 1 an, sans intérêt	nombre restreint
Windsor	—	—	résidences expropriées par l'université : location avant la démolition éventuelle prix inférieur au cours du marché
York	—	l'université donne les garanties de prêts bancaires	

Ne s'applique pas : Alberta-Calgary, Brandon, Guelph, Lakehead, McMaster, Ottawa, St. John's, Saskatchewan, Sir George Williams, Waterloo, Western.

THE MASTER OF PHILOSOPHY DEGREE

H. C. Eastman *

Several universities in Canada, the United Kingdom and the United States have established a new graduate degree, the Master of Philosophy. Concern for the best use of human resources by universities and, more yet, for the welfare of those who have received the Phil.M. prompt this explanation of the need for the new degree and of its nature and brief history at the University of Toronto. It is only when the characteristics of the Phil.M. are widely known that the danger of a possible undervaluation of the qualifications for university teaching of those who hold the degree will be avoided.

The Master of Philosophy was established in response to two clear needs. The first is to provide well-trained staff for faculties of Canadian universities which are inexorably greatly increasing in size; the second is to provide a graduate program more suited than the Ph.D. to certain types of intellectual interests and to certain individual wants.

The increasing number of men and women of university age and the increasing proportion of this group that wishes to go to university is causing the now well-understood expansion in enrollment in Canadian universities.

Full-time enrollment in Canadian universities was 206 thousand in 1965-66 and will be 234 thousand in 1966-67 according to predictions made in June 1966 by Dr. Edward F. Sheffield, professor in the Department of Educational Theory of the University of Toronto, who was then the Director of Research of the Canadian Universities Foundation. Enrollment is expected to rise to 383 thousand in 1970-71 and to 553 thousand in 1976-77.[1] Should this increase in enrollment bring about only a commensurate increase in the number of university teachers, their numbers would rise from 16,800 in 1965-66 to 45 thousand in 1976-77. In fact, a reduction in the ratio of students to faculty members is very desirable in order to reduce the size of undergraduate classes, some of which are already too large. In addition, an increasing proportion of university enrollment is at the graduate level which absorbs greatly more faculty time per student than does

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undergraduate instruction. Both these needs point to the necessity of an increase in university faculty more than proportionate to the increase in student enrollment.

The tremendous demand for new faculty this year is typical of what can be expected for many years. The size of university faculties in Canada in 1966-67 must increase by 2,300 over the previous year if the student to staff ratio is not to rise, for enrollment will increase by about 28,000 students. But more than 2,300 university teachers must be recruited because approximately 6 per cent of present members of university teaching staffs, or a thousand persons, will withdraw from teaching because of retirement, change of occupation and death. Thus Canadian universities must obtain the services of at least 3,300 qualified faculty in 1966 or educational standards will be threatened.

The increase in demand for university services that is occurring in Canada is also occurring elsewhere. The expansion abroad directly affects the position of Canadian universities because they have traditionally relied heavily on graduate schools abroad, especially in the United States and Britain, to supply their need for faculty by training either Canadian graduate students or their own citizens who then emigrated to teaching posts in Canada. The present difficulties of universities abroad in meeting even their own needs for staff means that Canada is now faced with the necessity of playing a much more important role than in the past in increasing the number of university teachers by training them in Canadian graduate schools. Should Canada fail in producing sufficient university teachers, the high standards of undergraduate instruction that have until now been hers will decline. An increase in the size of classes and in the hours of teaching required of individual university teachers would reduce their competence by depriving them of opportunities for study and research. This would drive the best of them to seek more favourable conditions for teaching and research abroad, thus compounding the difficulties for higher education in Canada and forcing the acceptance of inadequately trained faculty.

The degree of Doctor of Philosophy is today the most important single indication that its holder has completed a course of study fully qualifying him for a university teaching post. Somewhat less than half of Canadian university teachers have the Ph.D. If this proportion was to be maintained, about 1,500 holders of the Ph.D. would have to be hired by universities this year and for many years to come. More would be needed to up-grade the qualifications of faculties of Canadian universities. Canadian universities awarded 569 Ph.D.s in 1965.

Since less than half of all recipients of the Ph.D. go into university teaching, this number would not have been enough even to maintain the existing size of the academic establishment, much less to supply the vast increase in numbers that is required. Reliance on foreign graduate schools to make up the shortfall would be ill-founded in view of the equal pressure of demand abroad.

The choice facing Canadian graduate schools then becomes one of speeding up the production of Ph.D.s, relying on the M.A. as sufficient training for university teaching, and introducing a new graduate degree.

The production of Ph.D.s cannot be increased rapidly owing to the period of four to eight years from first enrollment as a doctoral candidate usually necessary to complete all the requirements for the degree including the thesis. Doctorates in the physical sciences are typically completed in the lower and in the social sciences and humanities in the upper part of this range of years. The Master of Arts or of Science degree is today not sufficient training for new faculty members in view of the increase in knowledge that is currently taking place. It is true that holders of only the M.A. do obtain teaching positions in the currently very strong market for university teachers. But they risk being seriously handicapped in their career by a background usually inadequate for the demands that teaching will put upon them in the future and in their competitive position with respect to other better trained colleagues. The University of Toronto saw in the inadequacy of the M.A. for university teaching and in the manifest demand for vastly increased staff one source of need for a qualification senior to the M.A. and capable of being obtained more quickly than the Ph.D.

But the only justification for the new degree, the Master of Philosophy, was not the simple need for more university teachers. The Phil.M. was established also in part because of the shortcomings of the Ph.D. as the single instrument of training university teachers. It is of course true that the Ph.D. is the best training that has yet developed for the research scholar, and it is acknowledged that the productive research scholar is essential to the well-being of the university. But the present practice of treating the Ph.D. as virtually the single requirement for a full academic career is harmful to many individuals and indeed to Ph.D. programs themselves. In literature, for instance, an individual who wishes to make his scholarly contribution in the field of criticism may be handicapped in his efforts by the need to fit

his program within the structure of the Ph.D. which has historical and philological origins. Also, a broader course of study may for some students provide a better scholarly training than the concentration on a research thesis that is the essence of the Ph.D. program. Many are admirable teachers who eagerly keep up with the flow of scholarship and make substantial contributions to the development of knowledge and yet who are not temperamentally suited to following the prescribed Ph.D. program. Because of the unique role of the Ph.D. many such persons complete part of the requirements for the degree, but do not complete all of them and decline in effectiveness because of the appearance of failure that such an inconclusive program presents. Others who in fact complete the Ph.D. program may never do research again after their Ph.D. theses and have consequently undertaken a program the benefits of which are not exploited. The Phil.M. recognizes that there is a place in the academic profession for the able and dedicated teacher who is interested in mastering and passing to his students what is already known without necessarily undertaking to add immediately to this knowledge in the training that he undertakes though he may later on engage in sustained research. When the place of such a teacher is recognized and a suitable program for his training is developed, such as the Phil.M. program, this permits an important clarification in the Ph.D. program and an improvement of it since the intake to Ph.D. programs is then restricted to those who want training that is specifically oriented toward research.

The special nature of the Phil.M. degree has meant that it has been established only for those departments that wished to adopt the program and not for all departments in the University of Toronto. So far 16 departments have chosen to offer the Phil.M. degree. All of these departments are in the humanities and social sciences. But the departments involved in such a program need not necessarily be the same at all times nor are they the same at all places.

The University of Waterloo, which also offers the Phil.M., does so in mathematics, as well as in three departments in the humanities. In England, at the Universities of Cambridge and of London, the Phil.M. is given in chemistry, electrical engineering, and some other sciences as well as by departments in the humanities and social sciences. The University of Reading also gives a Phil.M. In the United States, Yale University has introduced the Master of Philosophy with requirements similar to those of the Canadian universities, and other universities are considering following this lead.

The course of studies leading to the Master of Philosophy at the University of Toronto requires full-time residence for a period of two years beyond the Honours B.A. degree in the same discipline, and consists chiefly of courses and seminars. In addition, the candidates write a major essay or research paper which reflects independent scholarship though it does not necessarily represent an original contribution to knowledge. The purpose is to avoid the exhaustive research necessary to make the contribution to knowledge required of a Ph.D. thesis that is the cause of the characteristically long delay in completing the Ph.D. degree. The intention is that the candidates for the Master of Philosophy should complete all the work for the degree and receive it within the two year period of required residence. Indeed, a limit of one year beyond the two years of residence is placed on the time during which the requirements must be completed. Should a student already have a Master of Arts degree, residence credit of one year may be given him because of the M.A. as is the case when a student enrolls for a Ph.D. program.

The School of Graduate Studies was concerned lest this new degree be suspected of being used to bail out weak Ph.D. candidates or even of being given to candidates who had failed a portion of their Ph.D. program. Such use for the Phil.M. is impossible. Stringent regulations were applied placing high standards for admission to Phil.M. candidacy and making it impossible to change a registration from a Ph.D. to a Phil.M. program except during a brief period at the very beginning of the Ph.D. program.

The School of Graduate Studies established standards for admission for Phil.M. candidates that exceed those for the Ph.D. degree. Whereas admission to both M.A. and Ph.D. candidacy is possible for students who have II class Honours standing, admission to a Phil.M. program is only possible for students who have achieved an average of at least 70 per cent in their earlier work at the University of Toronto or the equivalent of that standing elsewhere. This does not mean that candidates for the Ph.D. are in fact usually weaker than candidates for the Master of Philosophy. The regulations of the School of Graduate Studies only set minimum standards and departments can then guide students on the basis of any higher standards that the departments may judge fit. However, experience so far has shown that Phil.M. candidates are on the average quite as strong in their earlier academic achievement as are Ph.D. candidates and it would be impossible to differentiate between these two groups on the basis of their standing in their B.A. or M.A. work.

Though the Phil.M. program is designed to meet needs different from those that are served by the Ph.D. program, following a Phil.M. program nevertheless does not bar a student whose interests change from continuing into a Ph.D. program. Thus a Phil.M. candidate may transfer into a Ph.D. program at virtually any stage of his progress and a holder of a Phil.M. may proceed to the Ph.D. by being in residence for one more year. Thus a person proceeding to the Ph.D., but who takes the Phil.M. on the way, is not subject to additional residence though he satisfies more course or other requirements than a student who has concentrated on obtaining the Ph.D. only.

The year 1964-65 was the first in which the Master of Philosophy program was in existence at the University of Toronto. In that year 29 candidates were enrolled of whom the great majority were in language departments. Eight of the candidates were in English and nine in Romance Languages. In 1965-66 23 new candidates were enrolled.

Eight candidates will have received the new degree by the autumn of 1966. Five of these holders of the Phil.M. are in English and four of them now teach in Canadian universities and colleges or will teach in them in 1966-67. The institutions employing them are the University of Manitoba, the University of New Brunswick, the University of Waterloo and Loretto College. A graduate in East Asian Studies has been appointed to the faculty of the University of Toronto; one in Classics to that of the University of Guelph. The remaining two holders of the Phil.M., one in English, the other in Political Economy, are proceeding to the Ph.D. Five of the graduates are men, three are women.

A danger exists that this attempt to expand the traditional structure of graduate degrees will run into prejudice because of the unfamiliarity with the degree and the possible suspicion that it is a second-class Ph.D. A knowledge of the purposes of the degree and the standards required to obtain it dispel this doubt and it is particularly important for the development of the new degree that no misunderstanding should remain. It is important too for the welfare of Canadian universities that they should not fail to appropriately use persons with a high level of training because of the newness of the degree they hold. It is vital to the careers of those who have courageously enrolled for a new degree that no misunderstanding should exist of its significance.

H. C. Eastman,
University of Toronto.

(1) *Enrollment to 1976-77 in Canadian Universities and Colleges* (1966 projection), Canadian Universities Foundation.

QUALITY IN AMERICAN GRADUATE EDUCATION [1]

The Cartter Report is likely to provide the basis for some lively discussions in the groves of academe during the coming year as interested faculty, administrators, and board members debate the accuracy and the meaning of the large body of data compressed into its 130 double-columned pages of tables and analysis. If these discussions give rise to some clearer notions about what constitutes quality in graduate education and what ingredients are necessary to produce quality, they will be well worth any self-indulgence or acrimony incidentally engendered. Though the Report deals with U.S. graduate education, it can be studied with profit by members of the Canadian university community as well.

This study is not the first enquiry into the quality of graduate education in the United States — there have been three major studies in the past forty years — but is by far the most comprehensive ever undertaken. Its purpose was three-fold: to bring the earlier studies up to date; to broaden the assessment of U.S. graduate education; and to examine critically the available techniques for assessing quality. How well the study has succeeded in fulfilling these purposes, especially the latter, will be one of the focal points for discussion among academics.

To compare the present study with the first such survey, conducted by President Raymond Hughes of Miami University and presented to the Association of American Colleges in 1925, is to measure the phenomenal growth of American graduate education over the past forty years. Where Hughes surveyed 38 of the 65 U.S. institutions then offering the Ph.D. by requesting a small group of distinguished scholars to evaluate the doctoral programs in 20 different fields of study, the Cartter study covers 106 institutions and 29 fields of study with some 4,000 academics involved. Today, more than two hundred institutions in the United States offer doctoral programs; but the one hundred and six selected for the Cartter study, each of which awarded an average of at least ten Ph.D.s per year during the period 1953-1962, taken together account for more than 95% of the earned doctorates in the nation.

In the judgment of this reviewer, one of the great merits of the Cartter study lies in the fact that it makes no claim to being anything

other than it is — a survey and analysis of informed opinion. Fully acknowledging that quality is an elusive attribute, not easily subjected to measurement, the Report recognizes the subjective nature of the survey and then very carefully delineates the checks and balances which have been included to reduce the limitations of this type of survey. Some of the most illuminating remarks in the Report are to be found in the section of Chapter I (pp. 5-9) devoted to a review of the criticisms commonly raised against subjective evaluations.

In the survey, some four thousand persons — 900 departmental chairmen, 1700 senior scholars and scientists, and 1400 junior scholars and scientists — were invited to assess the quality of the doctoral program offered in their particular field of study. Two questions were asked: the first involving the quality of the faculty and the second involving the quality of the doctoral program itself. The answers to these questions were machine tabulated and the ratings of the institutions established on the basis of a weighting formula fully described in Chapter III of the Report.

Those responsible for the survey wisely decided from the outset not to produce an aggregate of departmental scores in order to arrive at an over-all rating of each university. Such an endeavour, they decided, would involve implicitly or explicitly a judgment about how the various subject areas were to be weighted, and would also fail to reflect adequately the fact that few institutions offer doctoral programs in all of the academic fields surveyed. However, because they did consider that there was value in giving ratings for broad academic areas, the Report includes a table (#37, p. 107) showing the leading universities in each of five general areas of study: Humanities, Social Sciences, Biological Sciences, Physical Sciences, and Engineering, as measured by responses to Question A about the quality of the faculty.

In this table Harvard heads the list of institutions in the first four divisions, but is down in the list covering Engineering; while California, Berkeley, places second in all five divisions. This is what has led to the claim that Berkeley is the best-balanced distinguished university in the United States, a claim which reflects a failure to heed the caveat of the Cartter Committee that judgments about quality are most meaningful when applied to the department, not the institution as a whole.

No doubt each reader of the Cartter Report will do so against the background of his own particular interests and these will colour his assessment of the Report. For my part the evaluation of the various

graduate departments holds less interest than other material presented in the course of the study. At a time when strenuous efforts are being made in Canada both to expand graduate education and improve its quality, some of the essentials of quality graduate education emphasized in the Cartter Report merit careful reflection by Canadians concerned with the problem. Although, as the first sentence of the *Foreword* to the Report states, "Excellence, by definition, is a state only the few rather than the many can attain," it is still surprising how few persons there are who are prepared to recognize clearly the requirements of excellence, to say nothing of the costs.

Quality and Cost

There are a number of points made in the Cartter Report regarding the price to be paid for quality graduate faculties and programs warranting the careful scrutiny of those who draw up university budgets and those who foot university bills. Unsurprisingly, the survey discovered a close correlation between high faculty salaries, particularly in the two top academic ranks, and high quality faculty. More significant are the inferences drawn about the relationship of high quality, costs, and enrollment.

In treating of these matters, Dr. Cartter is very careful to state that the results of his analysis yield only "a rough and imperfect picture" upon which further research needs to be done. Nevertheless, his analysis merits attention both for the conceptual framework within which it is developed and for the results it yields. Cartter admits that analyses of university costs are rendered difficult as a result of at least three factors: the lack of a reliable measure for converting part-time students into full-time ones, the difficulties inherent in calculating the relevance of various enrollment "mixes" (ratios of undergraduate to graduate students, professional to non-professional ones, etc.) in various institutions, and the difficulties in comparing smaller, residential institutions with larger, urban ones. No-one having any acquaintance with cost-finding problems in Canadian universities is unfamiliar with such problems.

To calculate student enrollment, Cartter uses a formula which deflates part-time students three-fifths and inflates graduate and professional students by three. To calculate costs, he employs the concept of "educational and general income." Included under this category are funds received from tuition, other fees and endowment, plus (for private institutions) unrestricted gifts and (for public institutions) state appro-

priations for current operating expenses. Income derived from grants and contracts for research — a very considerable sum in those U.S. universities with extensive graduate facilities — is excluded. Employing these concepts for an analysis of 103 universities for which roughly comparable data on income was obtained, Cartter determined that the average income per student in these institutions in the academic year 1964-65 was $1,460, with private universities falling as a group about $100 above the average and the public ones about the same amount below. The average income per student among the twenty top-rated institutions, however, was about $1,900, or some 30% above the average, while for the rest it was about $1,200.

Further, according to Cartter, there was a clear indication that there are fairly marked economies of scale among the highest quality institutions, which are among the very largest ones. Large universities having more than 30,000 students appear better able to achieve distinction on only an average per-student income, whereas the income needed to achieve distinction among institutions with lesser enrollments was substantially greater than the average. The cut-off point for achieving economies in scale seems to be about 20,000 student units — a conclusion supporters of the ideal of the small or medium size university are bound to find discouraging.

One of the main points Cartter makes concerning the relation between quality and cost, however, is that the concept of optimal size (the economic number of students) should be calculated at the departmental level rather than at any higher level. Unfortunately, he says, "few (U.S.) universities collect cost data on a departmental basis and no one publishes such information" (p. 114). It is to be hoped that cost studies in Canadian universities, now beginning to get under way, may profit from this remark.

Since there are no comparable Canadian figures on income per student, no direct comparisons may be made between Canadian and American institutions. However, it is reasonably safe to conclude that the amount spent per student in Canadian universities is less than is spent in the U.S. ones studied by Cartter. Since most Canadian institutions are desirous of being compared with the better U.S. ones, no comfort is to be drawn from such conclusion. D.B.S. figures quoted in *The Bladen Report* (Table V, p. 22) show that, for the academic year 1963-64, the average expenditure per student for operating costs in Canadian universities was $1,797. However, it should be borne in mind that this figure includes expenditures for sponsored research and that

it is in Canadian dollars. When the discount on the Canadian dollar is included and the amount of funds expended on sponsored research are taken into account, there is a clear indication that Canadian universities, receiving less income per student for operating expenses, spend less than do those U.S. institutions surveyed by Dr. Cartter.

Before leaving this area of analysis a final remark might be made about the continuing debate in Canadian university circles on the appropriateness of the formula (patterned after that proposed by the Bladen Commission) for distributing the federal operating grants at the provincial level. Although more sophisticated than that adopted by Cartter in his development of a "student unit", it is not less arbitrary and may not prove to be any more practical.

Quality and Library Holdings

It comes as no surprise that Dr. Cartter reiterates the judgment that academically strong universities without exception are possessors of major research libraries. The seventeen universities in the top twenty institutions (omitting the three leading institutes of science and technology) had total library holdings averaging 2.7 million volumes, ranging from a low of 1.3 million to a high of almost 8 million. By comparison, the lowest twenty institutions in the Cartter survey averaged 465,000 volumes. How far below this standard of quality the great majority of Canadian universities stand at present needs no elaboration.

The Cartter survey developed a "library resources index" in order to provide a more accurate reflection of the worth of a university library and this is a concept that might well be applied to Canadian libraries. Not satisfied with a simple index of total library holdings, since this tends to be biased in favour of older, more established institutions, Cartter employed two additional criteria: annual acquisition rate, and current periodical subscription list, using the three to calculate an average designated "library resources index."

Quality of Faculty

Perhaps the most startling conclusions presented in the Cartter Report are those about the improving quality of faculty in U.S. colleges and universities. The Report rejects the common opinion that the quality of faculty (as measured by the percentage of the total possessing a doctorate) has been steadily deteriorating over the past decade and can be expected to deteriorate further — to a predicted deficit of 120,000 Ph.D.s by 1970. Instead, Dr. Cartter shows that since the 1950s

the percentage of total faculty possessing the Ph.D. has been rising in all types of institution; and he cautiously predicts that this percentage will continue to rise by a few points over the next decade, after which it could rise very sharply.

The demands of an expanding enrollment provide the principal reason for additional faculty: Predictions put the peak expansion in the four year period ending in 1968, after which the rate of expansion is expected to decline. According to Dr. Cartter, if the percentage of total faculty possessing the doctorate is to remain constant — at 40%, about 13,000 new doctorates will need to be added to college and universities in the academic year 1966-67. However, according to his calculations, this represents the peak demand; and if the "constant quality" assumption of 40% is maintained, annual requirements for Ph.D.s will begin to drop thereafter and by 1980 will be less than 10,000 per year.

Over the same period, the number of doctorates awarded is expected to increase sharply. In 1962-63, some 11,500 earned doctorates were awarded in the United States, and about half of these went into the colleges and universities. On the assumption that doctoral programs will continue to expand at the same rate they have over the past decade, Cartter predicts an annual "production" of between 25,000 and 30,000 by 1972. He further predicts that graduate enrollment in the U.S. will rise from 315,000 in 1960 to almost 1 million by 1975 and that, by the end of this century, there will be as many students in U.S. graduate schools as there were under-graduates in the 1940s. These projections are the basis for his cautious conclusion that, "the quality of college faculties will in all likelihood show a rapid improvement during the decade of the 1970s" (p. 119).

Cartter's explanation of the gloomy projections about an increasingly serious shortage of qualified faculty points to two basic sources of error: insufficient data on which to assess accurately annual variations in supply and demand and the development of model projections based on false assumptions. He notes two false assumptions — a projected staff-student ratio tying staff needs to enrollment projections which appears to have over-stated staff requirements by 10%; and an assumed necessary replacement rate of 6% per annum which appears to have been over-stated by a factor of three.

In examining the 6% per annum replacement rate assumption, Cartter produces figures to show that faculty losses due to death

and retirement in recent years have averaged only 1.8%. The 6% assumption implies, then, that there is a net loss of doctorates from faculty ranks of some 4% per annum. However, he produces figures to show that such a high loss rate of doctorates is not taking place. His conclusion is that, "while it may be true that the ratio of new doctorates in teaching to total new teachers has hovered fairly consistently around 45% over the decade, the percentage of teachers with a doctor's degree who leave is only about 30%."[2]

The steady percentage of new teachers in possession of a doctorate when the total number of new teachers is increasing annually, the increasing numbers of faculty who acquire a doctorate after entering the profession, and the high retention rate of faculty with doctorates relative to those who lack this degree taken together indicate that the percentage of faculty possessing a doctorate is rising. And, given that these factors remain constant, the rapid expansion of graduate education — now more rapid than undergraduate — warrants the prediction of a continuing improvement of the ratio of doctorates to non-doctorates on U.S. college and university faculties.

Cartter's figures on faculty loss-rate in the United States may be compared with statistics gathered in the United Kingdom. The Association of University Teachers has conducted an annual survey of faculty losses for the past three years. Results of the most recent survey show that there was a total faculty loss of 5.9% in the academic year 1964-65, down from 6.1% and 6.3% respectively for the two preceding years. Although this loss-rate (which includes 1.1% leaving employment, 0.2% going to U.S. universities and 0.7% going to universities elsewhere overseas) is very near the 6% figure which has caused concern in the U.S., this figure does not cause the same concern about future staff shortages in the U.K. Indeed, even with this loss-rate, the situation in the U.K. is rather like that predicted by Cartter for the U.S. According to the projections of the Robbins Commission, the expansion in enrollment and thereby in staff needs will have slowed almost to a halt. With this in view the A.U.T. judges that total recruitment of university faculty for positions in the U.K. may amount in 1970 to no more than one third of what it is now.[3]

What significance, if any, do such predictions about increased numbers of qualified potential faculty have for Canada? This question cannot be answered at present with any accuracy; nevertheless, it is one which deserves to be asked. Canadian colleges and universities are also engaged in rapid expansion; and the need for qualified faculty

is increasing at a much more rapid rate than is the expansion of graduate education in this country. Dean Bladen has projected an average need for 2,800 additional staff between 1965 and 1970 and for 3,300 additional staff between 1970 and 1975 if the present student-staff ratio is to be maintained in the face of increasing enrollment.

Although enrollment figures for 1964-65 show that the increase in graduate enrollment was up 23.9% over the previous year and was about double the rate of increase in undergraduate enrollment, the numbers of students in our graduate schools are far below those required to meet increased staff needs. They numbered only 14,000 out of a total full-time enrollment of some 178,000, and the great majority of these were registered in masters' programs. Moreover, many who earn the doctorate do not seek academic careers.

Of course, many Canadian students go outside of Canada for graduate study and numbers of these return to a teaching career in this country. Moreover, Canadian universities have long made a practice of seeking qualified faculty on the international market. Both practices are healthy and can be expected to continue, even (hopefully) to increase.

One of the major problems facing Canadian universities today concerns decisions about the rate at which graduate education should be expanded. Some, concerned with the need for increasing faculty in order to meet the requirements of expanding enrollment, argue for immediate implementation of large-scale graduate programs in Canadian universities. Others, concerned with quality and conscious of limitations in our resources, urge a go-slow attitude. How properly to match the need for numbers and the need for quality is a problem which will continue to require careful analysis. The development of Canadian universities to the point where they are able to educate qualified scholars and scientists in the numbers necessary to staff these universities is bound to be a long and costly process. To sacrifice quality for numbers would do Canada no service. Nor, it begins to appear, may it even be necessary. The Cartter Report provides some clear notions about the meaning and implications of quality graduate education. Some of its predictions about the growth of graduate education can also provide a check against the tendency to let excessive nationalism stampede us into the too-rapid development of poor quality graduate programs in a hasty attempt to "home grow" future faculty. It is time that Canada began to be less dependent upon other countries both for the education of its graduate students and the supply of its university teachers.

However, the transition from colony to nation in Canadian higher education ought not to be made at the cost of quality. The necessary expansion of graduate education in Canada should be governed by common sense not by chauvinism.

Edward J. Monahan,
Associate Executive Secretary.

[1] Cartter, Allan M. *An Assessment of Quality in Graduate Education.* A Comparative Study of Graduate Departments in 29 Academic Disciplines. Washington, D.C.: American Council on Education, 1966.

[2] Details of Cartter's analyses are to be found in two articles: Cartter, Allan M., "A New Look at the Supply of College Teachers," *Educational Record,* Summer 1965, pp. 267-277; "The Supply and Demand of College Teachers," *Proceedings,* American Statistic Association, September 1965, pp. 70-80. This statement is in the first, p. 275.

[3] "The Loss of University Staff," *A.U.T. Bulletin,* No. 16, June, 1966, pp. 12-14.

Leibniz: THEODICY

Abridged and with an introduction by Professor Diogenes Allen, Department of Philosophy, York University.

$2.00

A NEW DENT UNIVERSITY PAPERBACK

LETTERS TO THE EDITOR
LETTRES AU DIRECTEUR DU BULLETIN

Faculty of Law,
McGill University,
Montreal, P.Q.
May 9, 1966

The Editor,
The Bulletin,
Canadian Association of University Teachers,
77 Metcalfe Street,
Ottawa, Ontario
Dear Mr. Editor:

In the otherwise excellent brief presented to the Governments of Canada and the provinces by the C.A.U.T. I was a little disturbed to find some references to the constitutional question which did not seem to me to portray the situation quite accurately. The feeling was conveyed that federal assistance of any kind, and particularly on the scale recommended by the Bladen Commission, could be accepted "in the interim", but not necessarily permanently. I would doubt if this was the general opinion of the C.A.U.T. membership. Moreover the statement is made that the Federal Government has been "granting tax exemptions to parents of students and to corporations for gifts to universities" (p. 5). Both these statements are wrong. The tax exemptions are to students, not parents, for university fees, and are the same in principle as exemptions for medical expenses to any tax payer. The Federal Government has no more and no less jurisdiction over university expenses than it has over medical expenses. As for corporate gifts to universities, there is no mention of them in the Income Tax Act; there is a general exemption for charitable gifts which may be to churches, schools, universities, museums or other agreed activities. Charities are not within direct federal jurisdiction, yet it is surely a little late to question that gifts to them may affect the amount of federal income tax.

What disturbed me in this reference to the constitutional question was an implication that the C.A.U.T. as a whole and officially was greatly disturbed at the present situation. That there are constitutional arguments in this field no one can question, but I do not think C.A.U.T. should imply that it sees specially grave dangers in the fact that our federal government is helping higher education. I would have thought

that, while any government aid — like any aid from business corporations — may need to be carefully scrutinized to preserve university freedom, the dangers from provincial grants are just as great if not greater. This is the only question that concerns us as universities.

It is interesting to note that under the new accord made between the government of Quebec and France the French Government is expending money for the provision of teachers to some among the Quebec universities. It would seem a little odd that a foreign government is able to contribute to Canadian universities while our own Federal Government cannot.

Yours very truly,
F. R. Scott,
Professor of Law.

ACADEMIC VACANCIES
IN
CANADIAN UNIVERSITIES
AND COLLEGES

A list of teaching and administrative openings is published in November, February and April by the Association of Universities and Colleges of Canada, 151 Slater, Ottawa 4, Canada.

Annual subscription: $2.00.

REDUCTION IN FEDERAL GOVERNMENT RESEARCH GRANTS

Ottawa,
September 13, 1966.

Professor Gideon Rosenbluth, President of the 9,000-member Canadian Association of University Teachers, has expressed the concern of the Association over the federal government's decision to reduce the amounts which the government had proposed to spend on research. In a statement issued today, Professor Rosenbluth, a University of British Columbia economist, spoke as follows:

"Mr. Sharp's announcement that the rate of expansion of government grants for research is to be reduced is most regrettable.

"Canada's backwardness in scientific and industrial research as compared with the United States, Great Britain, and European countries is a matter of general agreement and frequent comment. The situation as regards the humanities and social sciences is even worse.

"Those engaged in research, both in the universities and elsewhere, had been encouraged by recent developments in government policy which featured significant increases in the funds made available to the National Research Council, the Medical Research Council, and the Canada Council. Failure to continue the trend will be a serious blow to our scientific, economic, social and cultural development. Yet as an anti-inflationary measure the holding back of research grants cannot possibly be considered significant.

"It is to be hoped that the government's rash decision to reduce research grants will be reconsidered."

COUPURE DES SUBVENTIONS FÉDÉRALES À LA RECHERCHE

Le professeur Gideon Rosenbluth, président de l'Association canadienne des professeurs d'université, organisme groupant quelque neuf mille membres, témoigne de l'inquiétude de l'Association par suite de la décision du gouvernement du Canada de réduire le montant des subventions à la recherche. Monsieur Rosenbluth, qui est professeur d'économique à l'*University of British Columbia*, émet aujourd'hui le communiqué suivant :

« La déclaration de monsieur Sharp sur la politique du gouvernement quant à un arrêt dans l'augmentation des subventions à la recherche est des plus fâcheuse.

Le retard du gouvernement du Canada dans le financement de la recherche scientifique et industrielle, par rapport à l'importance des contributions à la recherche des gouvernements des Etats-Unis, de Grande-Bretagne et des pays européens, est une question qui suscite des commentaires répétés et sur laquelle les opinions sont généralement unanimes. La situation de la recherche dans les humanités et les sciences sociales est encore plus pitoyable.

Les chercheurs des universités et des autres secteurs ont été stimulés par la modification récente de la politique du gouvernement du Canada, marquée par une augmentation sensible des budgets de subventions à la recherche du Conseil national des recherches, du Conseil des recherches médicales et du Conseil des Arts du Canada.

Un arrêt dans cette montée trouverait ses répercussions dans notre développement scientifique, social et culturel. Et encore, la retenue d'un montant des subventions à la recherche comme mesure anti-inflationniste est aléatoire.

Il est à espérer que la décision inconsidérée du gouvernement de réduire les sommes de subventions à la recherche soit à nouveau étudiée. »

Ottawa, ce 13 septembre 1966.

BOOK REVIEWS — NOTES DE LECTURE

A SURVEY OF LIBRARIES IN THE PROVINCE OF ONTARIO 1965

Francis R. St. John

Library Consultants Inc.

The St. John Report is the completion of a contract made with the Ontario Library Association "to survey libraries of all types in the Province and to prepare a long term plan so that full library service could be made available to any citizen according to his needs". The survey was paid for by the Department of Education, a factor which may not be unconnected with the odd tune heard in the Report.

Particularly for readers of this *Bulletin,* but also more generally, the section of this Report dealing with "Higher Education" is the crucial one, and this review concentrates on it. The university libraries are assigned a key role in this blue-print for the Ontario library system. Quoting the statement of objectives in the *Guide to Canadian University Library Standards,* the Report comments:

> It focuses on the individual university library but does not recognize its responsibility in the larger cosmos. We believe, that for the benefit of Ontario, university libraries have a larger responsibility, that is, to be prepared to support the regional reference centers proposed for the benefit of the total community on a cooperative basis. (p. 106)

It is perhap comforting, if not original, to think of Ontario as the cosmos and of all of its citizens as members of a university. It is also quite at variance with a situation in which the university libraries cannot yet fulfill adequately the more restricted obligations presently placed on them. What in effect the Report recommends is that the university libraries should not be permitted to survive their infancy but should be swallowed up into a vast public system — a revolution to be accomplished under the banner of "public responsibility". The notion that the public responsibilities of school, public and university libraries are very distinct in kind does not enter into the St. John thesis. The responsibilities of all three kinds would be so vaguely conceived as to effectively arrest the development of every kind if the Report's recommendations were

carried out. With a vengeance, the smoke-screen of "public responsibility", which the universities themselves have characteristically used to cover their worst betrayals of their role and purpose, is here used for the most destructive proposals. It permits these surveyors to see all libraries as inter-changeable units which can be detached from one system and attached to another at whim.

A committee reporting to the Committee of University Presidents has already been at pains to point out many errors of fact in the Report, inadequacies of coverage in the survey and the serious folly of some of the major recommendations arising out of it, but more positive action is also required. The Report recommends that an "Inspector of College and University Libraries" be appointed and continues:

> The Minister of Education, at the present time, is also responsible for the development of higher education in the Province. It would be logical and economical to have the Inspector of College and University Libraries assigned to the Central Library Division of the Department of Education which is recommended in another part of this report. (p. 105)

Because the Minister of Education and the Minister of University Affairs happen to be the same person at this time, it follows "logically" that university libraries should be under the purview of the Department of Education! No doubt the pressures of this kind of "logic" will become more and more insistent unless the university libraries in Ontario can somehow remove the last vestiges of competitive and isolative policies and more actively co-ordinate their services, bibliographic processes and their policies for acquisition. It is a matter of both attitude and technique: the commonplace book that arrives on inter-library loan "for use in library only" and the one with uncut leaves that must be speedily returned because of "heavy circulation" at the lending library, are the kind of irritants that inspire competition; librarians wedded to systems that exclude new techniques of "information retrieval", are inviting an external solution; any faculty that supposes that somehow funds will be found to create twenty-five or so adequate university libraries (or even one at the expense of the other twenty-four) is indulging in a day-dream that must bring frustration. There is, though, no real obstacle to a co-ordinated university library system in Ontario which would satisfy the needs of its universities as well as any system anywhere — especially if an Ontario system were backed up by a National Library of the kind and quality that this country can afford.

Steps towards the co-ordination of academic library services in Ontario are being taken, and in a curious and perverted way, the St. John report should bring a sense of urgency to these proceedings.

M. J. Sidnell,
Trent University.

COMMONWEALTH UNIVERSITIES YEAR BOOK, 1966

Published by the Association of Commonwealth Universities, 36 Gordon Square, London, W.C.1., £6,6s, post free; available to staff members of universities that are member institutions of the C.A.U. at £4,4s. post free.

The COMMONWEALTH UNIVERSITIES YEARBOOK, a directory of the universities of the Commonwealth, is an indispensable reference book for anyone who may need readily-available information about the constitution, organization, college and departmental structure, and personnel of these institutions. Indeed, a very considerable body of data beyond these is included. The *Yearbook* takes the reader through the departments of the universities of the countries of the Commonwealth — the advantages of alphabetical arrangement being observed throughout. There is a general introduction to the organization of higher education in each country, as well as a descriptive article about each institution.

Inevitably, the provision of a directory of full-time staff, arranged by Departments, at each institution, takes up the greater part of the volume. In a period of very rapid expansion, the book is certain to become considerably bulkier each year, and to be always somewhat out of date. Moreover, the Appendix on University Admissions, in a period when change in this area is also rapid, is also in part obsolete, as a spot check with current calendars reveals.

That the volume remains invaluable despite these disadvantages is certain. It is surely not inevitable, however, that a university directory should be as unwieldy as a fully-robed Chancellor, especially when it contains so much genuinely useful matter. The YEARBOOK, which now has just under 2,500 pages and weighs more than five pounds, might well either have its page dimensions altered or be divided into two volumes.

J. P. S.

LATIN AMERICA : AN ECONOMIC AND SOCIAL GEOGRAPHY

by J. P. Cole

London: Butterworths, 1965.

During the first half of the twentieth century a lack of cohesion has been probably the most vexing methodological problem facing geography. Specifically, the concern about the division among regional, systematic, physical and human geography has been expressed in hundreds of professional papers, and the fledgling graduate student inevitably wrestles with this "pluralism" in a search for his own professional identity.

Since roughly the early 1950's and with increasing intensity in recent years a new element has entered the methodological arena, that of the quantitative approach. Motivated by a desire to replace "intuitive" with scientific analysis, the practitioners of this new approach to geography have attempted to apply standard statistical methods to geographic data and have developed a number of statistical methods of their own.

These introductory paragraphs, of course, would be irrelevant to this review except that J. P. Cole's *Latin America* seems, to this reviewer, to be, in part, a result of the methodological dilemma of geography. In the concluding paragraph of his book Cole seems to cast his lot with the quantitative approach: "If anything has emerged from what has been written it is the inadequacy of our traditional ways of studying the regional geography of a continent the size of Latin America in such a state of change . . . there are now sufficient quantitative data to allow a far fuller assessment of the economic, urban, and social geography . . ." However, his brief methodological discussion in the preface deals only with his contention that so long as the "traditional" topics are covered it matters not the order in which they appear. Hardly a bold new departure.

The net result of Cole's methodological conflict seems to be a book which tries to please everyone. He treats the continent in topical chapters, both physical and human, then treats it by country and/or major "region," occasionally applying statistical methods. Perhaps what he has in mind is a synthesis of these diverse fields and methodologies, but it simply never comes off. Both his systematic and regional chapters are encyclopedic; his use of quantitative methods is sophomoric at

best: his prose is turgid; and even his understanding of the area with which he is dealing seems woefully incomplete.

Full documentation of these criticisms is impossible in the space allotted to this reviewer; a few examples of the typical shortcomings of the book must suffice. That Cole's treatment is encyclopedic is clear from his concern about touching all the topical and regional bases, and from the plethora of facts, bags and bushels, tables, maps, graphs, and sketches which he presents. Of course, there is nothing inherently evil about such items as these, but in Cole's book they are, more often than not, either irrelevant to the concepts which Cole seems to be attempting to develop or are poorly chosen.

His disservice to the quantitative approach is exemplified by his haphazard application of statistics and statistical methods. In his section on Vegetation and Population (Chapter #3) he attempts to demonstrate the "broad relationship between population and vegetation." He does so by assigning population and areal extent values to five vegetative regions. He then compares these values, and finds that regions of given vegetative types have more than their fair share of people, while others have less than their fair share. He then expects us to believe, on this basis, that "By considering the number of people in each of the main vegetation environments . . . it is possible to have a very rough idea of the present usefulness of this for agriculture." If this were not damning enough, consider the fact that he assigns all of the population of the Brazilian Northeast to the "Dry" vegetation type when, as any novice in Latin American studies should know, the bulk of the *nordestinos* live in the humid, formerly forested littoral *(zona de mata)*. Then, too, one suspects that the sophisticated "quantitative" geographer would be appalled by the fact that Cole goes to great lengths to demonstrate that population distribution in Latin America is not random (pp. 12-16). Finally, and most patently absurd of Cole's use of quantitative methods, is his implication in figure 19.3 (d) that a line dividing the state of Sao Paolo into two equal parts is somehow a significant boundary. While it is true that this line is half-way from the coast to the western and northern boundaries of the state, surely Cole must know that Minas Cerais and Mato Grosso lie beyond.

As for turgidity of prose, consider the following: "Very broadly the main crops grown in Latin America can occur either below 2000m or above this or throughout" (page 57). Or "Thirdly, in Venezuela the industry is almost completely in hands of foreign companies, though

the position of the government is now by no means unfavourable financially, and in Ecuador it is completely private" (page 94).

One might excuse Cole for not treating all the problems of Latin America for he relieves himself of that responsibility in the preface, but can a geographer treat the "Problems of Mexico" and Mexican agriculture in an instructive fashion without a thorough analysis of the *ejido* program? And could one possibly mislead his readers more than by referring to *ejidos* as "collective farms" with no further elaboration?

Finally, the grammar, punctuation and sentence structure of this book would probably be graded less than passing in a first year college course in composition. Perhaps this last criticism would have been unnecessary had the book been properly edited, but one might arrive at the conclusion that a book not worth proof-reading is hardly worth reading at all.

If this reviewer were restricted to the use of one word to describe this book it would be "disappointing", for Cole's early works demonstrate that he is capable of much better than he has shown in *Latin America.*

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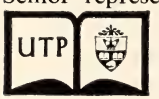

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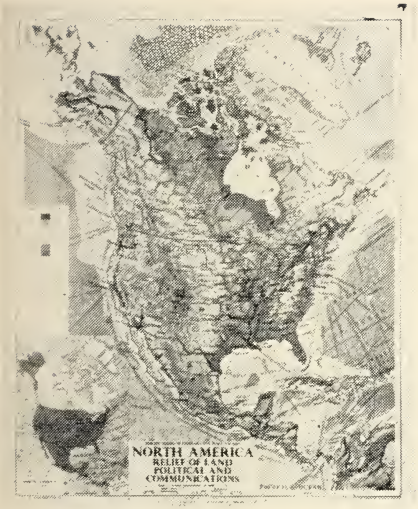

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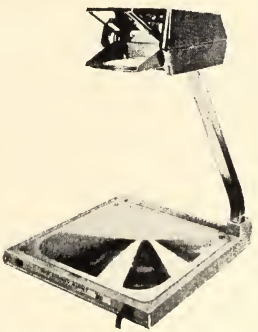

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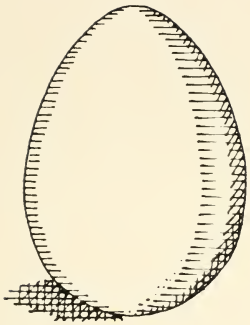

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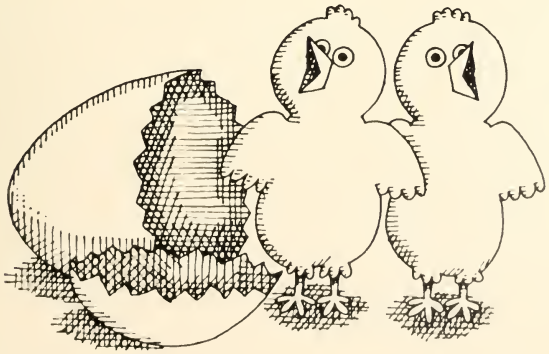

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